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August 15, 2007

MEMORANDUM

TO: Legislative Education Study Committee

FR: Peter van Moorsel *PvM*

RE: STAFF REPORT: STUDENT SUPPORT PROGRAMS

Introduction

Each year, the Legislature funds a variety of educational programs and initiatives in the *General Appropriation Act*, either on a recurring basis or in the form of one-time appropriations, to provide support services for students and, in some cases, their families in order to remove social, economic, health, and other barriers to academic success, with the ultimate goal of enriching students' education.

Currently, the Legislature funds several such programs. These include the *Family and Youth Resource Act* (FYRA), ENLACE (Engaging Latino Communities for Education), GRADS (Graduation, Reality, and Dual-roles Skills), and Breakfast in Elementary Schools.

This report will provide information on:

- all sources and uses of funding for these programs;
- the effect of these programs on student achievement;
- the possibility of coordinating these programs to improve efficiency and effectiveness and avoid unnecessary duplication; and
- successful programs in other states.

On the basis of the available data, it is difficult to determine what, if any, impact New Mexico's student support programs have on student achievement. This is not to say that the programs are

ineffective. In fact, given the findings of national research that student support programs do have a positive effect on student achievement, it would not be surprising to find similar effects here. The problem, however, is that in New Mexico there is a lack of empirical studies that could be used to assess the impact of such programs on various student populations. As a consequence, the following examination of selected programs is based on anecdotal information and on financial and other reports provided, for the most part, by the programs themselves.

The Family and Youth Resource Act

The FYRA was created as part of the comprehensive school reforms passed by the Legislature in 2003 (see Attachment 1). The act permits the creation of a family and youth resource program in any public school in the state, the purpose of which is to serve as an intermediary to assist public school students and their families to access social and health care services. More specifically, the act:

- creates the non-reverting Public Education Department (PED)-administered Family and Youth Resource Fund to carry out the purposes of the act;
- authorizes PED to award grants to a public school or group of public schools that apply in which 80 percent of students are eligible for the federal Free and Reduced-fee Lunch (FRL) program; and
- creates an advisory committee to make recommendations pertaining to the creation of new FYRA programs in schools, review applications and make recommendations for FYRA grants. The advisory committee is composed of the Secretaries of Public Education, Health, Human Services, and Children, Youth and Families, or their designees, as well as five members appointed by the Secretary of Public Education representing four different community-based organizations including faith-based providers, and a superintendent from a school district that has participating schools.

To meet the act's purpose of serving as an intermediary to assist public school students and their families in accessing social and health care services, the act requires that each FYRA program employ a resource liaison. Among other duties, this liaison must:

- assess and match student and family needs with appropriate public and private providers of age-appropriate resources and services;
- make referrals to health care and social service providers;
- recruit service providers and business, community, and civic organizations to provide needed goods and services not otherwise available to students and their families; and
- promote family support and parent education programs.

Since FY 05, the Legislature has appropriated approximately \$6.2 million to the Family and Youth Resource Fund to finance the operation of FYRA. For FY 08, the Legislature appropriated \$1.5 million to the FYRA fund, which PED allocated as follows:

- 1.43 million to fund FYRA programs in 72 public, charter or alternative schools, one family school, and three community centers, awarded on a competitive basis based on the eligibility criteria, using Requests for Application (see Attachment 2);
- \$30,000 to PED to contract with the University of New Mexico (UNM) to evaluate FYRA; and
- \$40,000 for training and support of FYRA sites and the advisory committee.

Beginning in the school year 2004-2005 and using a portion of the legislative appropriation to the Family and Youth Resource Fund, PED contracted with the Center for Health Promotion and Disease Prevention (CHPDP) at UNM to evaluate FYRA to provide feedback and recommendations to both PED and FYRA schools to assist them in improving programs. The school year 2006-2007 report was submitted to PED in June, 2007, and provides quantitative and qualitative data about the third year of FYRA (see Attachment 3). The school year 2006-2007 evaluation report notes that due to the amount of time it takes to gather Adequate Yearly Progress (AYP) data from New Mexico schools, the UNM evaluation team will provide an addendum to the report in late August 2007, which will compare school year 2005-2006 outcome indicators, including school AYP status and student attendance, with those from school year 2006-2007 for FYRA school sites. The report does, however, include demographic data about the program and its participants.

According to this report, from August 2006 to May 2007:

- 70 schools in 18 school districts received FYRA funding.
- A total of 15,883 students were served, of whom 1,487 (9.0 percent) required an extensive amount of assistance and/or services.
- A total of 4,500 family members were served, of whom 905 (20 percent) required an extensive amount of assistance and/or services.
- 3,629 of those individuals participating were first-time students and 2,536 were first-time parents.
- 65 percent of students served were in elementary school, and the majority of those students were Hispanic.
- The Family and Youth Resource Centers statewide, which are open to students, family, and community members, received 55,658 visits, of which 76 percent were from students, 14 percent were from family members, and 10 percent of visits were from other people.

The report states that knowing the major reasons clients seek help from FYRA sites can assist PED in identifying community or family problems such as poverty, poor health, and depression that may affect the academic performance of New Mexico's children. The report adds that an investigation into the underlying causes of these problems may be beneficial in planning future FYRA services. The report therefore includes data presenting the reasons for visits and referrals to FYRA personnel. Among them:

- contacts by students and families to acquire basic needs, such as food, shelter and clothing, were most prevalent, and comprised 41 percent of all visits;
- contacts by students regarding attendance, tardiness, and educational or behavioral issues represented 12 percent of all visits;
- contacts regarding students' educational issues such as grade inquiries and tutoring services represented 8.0 percent of all visits; and
- contacts regarding substance abuse were the least prevalent, representing less than 1.0 percent of all visits.

Key findings in the 2006-2007 FYRA End-of-Year Report include:

- FYRA sites continue to reach, address, and help those students and/or their families who are most in need of social and health services, and who are the intended targets of the FYRA. Overall, FYRA sites statewide are serving a major need in schools and communities.
- FYRA sites were asked to identify and describe one significant change case study that came about because of the school's FYRA program efforts (see Attachment 4). The report states that these case studies clearly describe the diverse and serious problems faced by some students and families, and highlight the amount of effort that FYRA program staff and volunteers put into helping them through crisis situations.
- The school year 2006-2007 saw fewer students and parents served than the previous year, despite a greater number of FYRA-sponsored events. These events include group activities such as student groups for mentoring, tutoring, or support (33 percent), parent education sessions (22 percent), other types of events or group activities (15 percent), or trainings (the report did not specify what type of training) (7.0 percent). According to the report, the reasons for this decrease in participation are not clear; however, one possible cause for this decrease is that three new districts received FYRA grants in school year 2006-2007, and were therefore committing more time and resources to starting up the program, hiring and training staff, implementing activities, and participating in the evaluation. These factors may have impeded their abilities to serve as many students as more established FYRA school sites.
- FYRA schools are increasing referrals to community-based resources, and much professional development accessed by grantees was intended to allow FYRA schools to gain more community agency contacts.
- A major focus of many FYRA sites is to directly provide educational support to students through tutoring, mentoring, training or education activities, in order to help achieve the act's primary goal of improving students' academic performance. The report questions, however, whether FYRA sites will be able to provide a proper balance between directly providing educational services and referring clients to other community-based resources, given the broad parameters and lack of specificity of the act. That is, services provided at each FYRA school are not uniform; resource liaisons have flexibility in providing services at their own sites, and in some cases this could affect their ability to effectively provide educational services.

The FYRA End-of-Year Report makes several recommendations for improving data collection and the evaluation of FYRA. Among these, the report recommends that:

- FYRA school personnel continue to use monthly evaluation report forms, allowing for the collection of longitudinal data across different school sites.
- FYRA school personnel attend biannual evaluation trainings to better be able to properly complete these forms.
- Community partner agencies submit evaluation questionnaires to better be able to evaluate their partnership with FYRA.

A review by the Legislative Education Study Committee (LESC) staff of FYRA awards for past fiscal years indicates that several programs that were previously funded received no FYRA award for FY 08 due to their not meeting the 80 percent FRL eligibility requirement. Altogether, 23 FYRA school sites were funded previously, but not in FY 08. For example, Conlee Elementary School in Las Cruces received FYRA funding in FY 05-FY 07, but not in FY 08. When contacted, the social worker at Conlee Elementary School noted that the school would continue to provide FYRA services, but that these services would be funded using Title I dollars

instead. The Conlee Elementary School example indicates that, though a school may not qualify for FYRA funds, its students may still require the services that a FYRA resource liaison can provide. This gap between available funding and the need for services could be narrowed through expanded funding and a change to the eligibility requirements for funding.

ENLACE (Engaging Latino Communities for Education)

A variety of programs under an initiative entitled ENLACE, were initiated in 1997 by the W.K. Kellogg Foundation to increase higher education attainment for Latino students. The ENLACE program was first implemented in New Mexico in FY 01, and over a four year period (FY 01-FY 05) received \$4.2 million from the foundation. Since FY 06 the Legislature has appropriated approximately \$3.24 million to the Higher Education Department (HED) to fund ENLACE, including \$1.44 million for FY 08.

HED currently funds five regional ENLACE partnerships, hosted at five postsecondary institutions, including: New Mexico State University for the southern region of the state; UNM for the central region; Santa Fe Community College for the northern region; San Juan College for the northwestern region; and Clovis Community College for the eastern region. (For a complete list of the districts served by these host institutions, see Attachment 5.)

In addition to the five above ENLACE partnerships, there are two ENLACE programs in New Mexico that are not funded directly through HED:

- In one program, 17 ENLACE family centers within Albuquerque Public Schools (APS) are funded through FYRA. These ENLACE family centers sites meet the previously described criteria for FYRA funding, and provide a bilingual and multicultural space where students and their families feel welcome, respected and nurtured.
- The second program is an ENLACE targeted truancy/dropout prevention program in Mesa Vista Consolidated Schools, Deming Public Schools, and Roswell Independent Schools, funded by PED using Truancy/Dropout Prevention dollars.

According to the National Conference of State Legislatures (NCSL), the ENLACE programs work toward improving the educational outcomes of Hispanic students throughout all stages of their education, beginning with elementary school and continuing throughout college, with emphases on literacy in grades K-4, and dropout prevention in grades 9-10 and the first two years of higher education. Program components fit generally into three themes that build upon one another to ensure student success:

- *Changing educational institutions*, at all levels of the P-20 continuum, to be more responsive to the needs of underserved students. This includes building innovative partnerships to leverage public and private resources that offer creative ways to finance education, especially higher education, for low-income students.
- *Strengthening supports for students* by linking schools, parents and community members through mentoring, tutoring and leadership development to support student achievement in a rigorous college preparatory curriculum.
- *Creating a seamless pathway to college* through P-20 alignment and increased rigor in curricula and standards, to ensure that students make smooth transitions from one level of school to the next.

The programs include activities such as cross-age mentoring and tutoring, improving access to information about college admissions and scholarships for students and families, organizing college visits, fostering positive peer groups for cultural and social activities, leadership development, and strengthening academic success through coaching, tutoring, summer bridge programs, and advising students into appropriate college preparatory and advanced placement courses. ENLACE parent-run family centers are designed to provide social and academic support to Latino high school students and their families, not unlike services provided through FYRA.

ENLACE is composed of many different components with different goals, target groups, methods, and evaluation methodologies, creating difficulty in evaluating the program as a whole. ENLACE has provided some evaluation data, both quantitative and qualitative, for some of its component programs. However, a more coordinated evaluation, where each program tracks the same indicators of student achievement and participation in the program, may provide a better understanding of the program's effectiveness. This sentiment is echoed in the "2005 ENLACE Evaluation Summary Report," published by the Southwest Hispanic Research Institute, which reported that "to fully extract the benefits of its interventions, the project would have to put more emphasis on evaluation."

ENLACE reports that it provides students with two main types of services. Students may enroll in one of the ENLACE programs, which include classroom and mentorship programs, scholarships, and other programs that aim to increase enrollment in higher education. Students may also receive less intensive service by contacting ENLACE family centers; these students are not necessarily enrolled in an ENLACE program. During school year 2006-2007, 7,522 students were enrolled in one or more ENLACE programs, at a cost of between \$75 and \$128 per student per year. During this same school year, 82,350 students statewide contacted an ENLACE Family Center for some type of service, at a cost of \$5.50 to \$7.00 per contact. In addition, ENLACE family involvement programs served 8,988 families in New Mexico.

ENLACE adds that to assess the effectiveness of its programs, it tracks several indicators of student achievement, though not all indicators are tracked for all programs. Among these are:

- student achievement increases in academic areas such as reading and math;
- student grade point average (GPA);
- graduation rates;
- entrance into higher education;
- school drop-out and retention data;
- school attendance data; and
- data on student disciplinary reports.

A report, prepared by ENLACE, evaluating the Los Compañeros mentoring program includes student retention and GPA data. The LESC has not received the data for review, and is only able to report a summary of the findings in the ENLACE report, which are as follows:

- Of a cohort of 28 sixth graders who began the Los Compañeros program at Garfield Middle school, by the end of the cohort's 9th grade year at Valley High school, 21 were still in the Los Compañeros program.
- Of the cohort, only one student had dropped out of school; one student is now home schooled, and five others withdrew from Valley High School. Though the report does not

identify whether the five students that withdrew from the program enrolled elsewhere, they are counted as having been retained in school, resulting in a 97 percent retention rate for this cohort.

- 29 percent of the cohort have improved their GPA from 6th grade at Garfield Middle School to 9th grade at Valley High School.
- 43 percent of the cohort maintained their GPA during this time.
- 14 percent of the cohort had a GPA at the end of 9th grade that was lower than their GPA at the end of 6th grade.

Another assessment of ENLACE programs was prepared by Dr. Nancy Lopez of the UNM Sociology Department, who conducted qualitative case studies of three ENLACE Family Centers in Albuquerque. In her findings, Dr. Lopez reports:

- Family centers provide a bilingual and multicultural space where students and their families feel welcome, respected, and nurtured.
- Middle school communities are revitalized as students and parents develop reciprocal caring relationships with other families in similar circumstances.
- Parent volunteers import a unique set of skills, knowledge and experience into schools and offer a range of invaluable services.

Both reports provide anecdotal evidence that the programs have a positive impact on student achievement and behavior for some of the students. Dr. Lopez' conclusions about the services and resources offered at the ENLACE family centers indicate that they are of some benefit to students and families. The Los Compañeros data listed above shows some success; however, the small sample size of the Los Compañeros program cohort may not accurately represent the program's efficacy with other groups of students. It would appear that to more clearly demonstrate the programs' successes, further study is necessary.

GRADS (Graduation, Reality, and Dual-roles Skills)

In 1989, New Mexico duplicated the Ohio GRADS instructional program for teenage parents whose primary focus was to provide in-school programs that meet the needs of teenage families. According to GRADS, the program provides case management for teenage families; promotes graduation from high school and the pursuit of higher education and employment; improves multi-generational parenting skills; and facilitates leadership, self sufficiency and good citizenship.

GRADS reports that since its implementation, it has received state and federal funds. According to LESC records, since 1995, the Legislature has appropriated approximately \$9.3 million to PED for the GRADS program, including approximately \$1.0 million for FY 08. The number of students served by the program has increased from 141 in school year 1989-1990 to 2,729 students in school year 2005-2006. For school year 2007-2008, GRADS reports that the program will consist of three components:

- The GRADS Instructional/Pregnancy Prevention Component operates in 32 schools in 24 districts (see Attachment 6), and provides teachers with education and resources for middle and high school pregnancy prevention programs, which are taught to students in a classroom setting.

- The Fatherhood Component includes GRADS Dads Programs in nine communities and eight schools that host 19 fatherhood support groups. The fatherhood component measures whether fathers are employed, receiving vocational and/or educational training, pursuing regular contacts with their children, developing positive parenting skills, demonstrating self-care, accessing available resources, and developing skills to foster healthy relationships.
- The Child Care Center Component, which in school year 2006-2007, hosted licensed child-care centers at 26 sites which provided child-care to 492 children, enabling parents to continue their education.

Through these three components, GRADS aims to accomplish the following goals:

- reducing the dropout rate and (subsequently) welfare dependency;
- increasing self-sufficiency and academic achievement;
- reducing repeat pregnancies and out-of-wedlock births;
- improving birth outcomes for children of GRADS students;
- strengthening teenage families by establishing school and community programs for fathers of children born to GRADS students; and
- developing student leadership through peer presentations and service learning.

Evaluating the effects of a program such as GRADS on student achievement can be challenging, as the program focuses largely on dropout prevention and re-recruitment into schools, pregnancy prevention, and teenage parenting. One way that the program may directly influence student achievement is by recruiting dropouts back into school, which provides the student dropout with the opportunity to complete school.

At the end of each school year, GRADS produces a year end report, which includes a discussion of program activities, challenges and barriers faced, program strengths, and staff or personnel challenges related to the program. In the school year 2005-2006 report, GRADS states that their “ability to replicate [the program] has also been impacted by the Legislative Education Study Committee reduction of the restoration of our former level of funding (1.3 million) for GRADS during the 2006 legislature,” although two more sites were added. The appendices of the report include data about participants of the Intervention/Prevention, Child Care, and Fatherhood components. GRADS reports that in school year 2005-2006, the program recruited 169 dropouts back into school, a significant number, as dropout prevention/recovery is one of the main goals of the GRADS program.

GRADS tracks student achievement using a form that is filed when students leave the program. This form includes documentation on whether a student showed academic progress, maintained or improved GPA, advanced to the next grade, or graduated; and, if progress is not made, documents why this is the case. The information is compiled and published in the GRADS year end report. GRADS reports that data for school year 2006-2007 is not yet available. According to the school year 2005-2006 report, 699 students were enrolled in the GRADS instructional component. Of these students:

- 71 percent made measurable academic gain. It is unclear, however, to what degree these students improved academically, and how much of this improvement can be attributed to the students’ participation in GRADS;
- 24 percent graduated or earned a GED;

- 16 percent dropped out of school;
- 13 percent were pregnant upon exiting the program; and
- 4.0 percent had a repeat pregnancy.

Breakfast in Public Elementary Schools

Since FY 06, the Legislature has appropriated approximately \$5.13 million to the Breakfast in Elementary Schools program, including:

- \$475,000 for a pilot program in FY 06, which allowed 80 schools to offer breakfast at no charge to all students, regardless of family income, for the second half of the school year. Schools were selected based on mathematics and reading proficiency scores; those schools with the lowest proficiency levels were targeted.
- \$1.8 million for FY 07 to continue the pilot program, which retained the same 80 schools from the previous year, was expanded to a full year and added 49 additional schools, based on the same selection criteria.
- \$2.85 million for FY 08 to fund the first year of a four-year phase-in of the statewide elementary school breakfast program, in which 176 schools will receive funding for the program, using the same criteria as the pilot from the previous two years. Table 1 presents data provided by PED that shows the state investment, along with the number of elementary schools that will be added to the program, for each of the four years of the program's implementation.

Another source of funding for breakfast in New Mexico elementary schools is the Federal School Breakfast Program, through which states are reimbursed for each breakfast, based on eligibility for free- and reduced-price meals. The federal reimbursement per breakfast is calculated as follows:

- \$1.31 for every student that qualifies for free meals;
- \$1.01 for every student that qualifies for reduced-price meals, and
- \$0.24 for every student paying full price for meals.

Given these rates for reimbursement, the federal contribution to the elementary school breakfast program for FY 08 is \$12.6 million, which means that for FY 08, given New Mexico's investment of \$2.85 million, New Mexico will receive approximately \$4.35 federal dollars for every state dollar spent on the breakfast program. As the phase-in continues in subsequent fiscal years, the breakfast program will be expanded to schools that have been more successful in making AYP, and have lower levels of free- and reduced-price eligibility. Fewer students qualifying for free- or reduced-price meals will result in less federal reimbursement. PED, therefore, projects that in subsequent years of the elementary school breakfast program's implementation (FY 09-FY 11), the federal reimbursement per state dollar will decrease, as indicated in the Table 1.

Table 1 - State and Federal Investment in Elementary School Breakfast Phase-In

Schools	Students Served	State investment	Federal Reimbursement	ratio
176	64,807	Year 1	FY 08	
		\$ 2,900,100	\$12,616,858.15	\$ 4.35
116	40,529	Year 2	FY 09	
		\$ 2,915,479	\$7,019,761.13	\$ 2.41
76	27,125	Year 3	FY 10	
		\$ 2,916,507	\$3,902,209.88	\$ 1.34
66	21,553	Year 4	FY 11	
		\$ 2,918,507	\$2,609,957.01	\$ 0.89
Total				
434	154,014	\$ 11,650,592	\$26,148,786.17	\$ 2.24

SOURCE: Public Education Department

The phase-in of the breakfast in elementary schools program in New Mexico is in agreement with a recommendation in the December 2006 Food Research and Action Center publication, the *School Breakfast Scorecard 2006*. The report recommends that every school participate in the national School Breakfast Program, and that every state provide state funds to supplement the federal investment in the program. The report specifically recommends a universal breakfast program, such as the one being implemented in New Mexico that provides breakfast to all students at no cost. The report states that for the school year 2005-2006 New Mexico ranked second in the nation in the percentage of students eligible for free and reduced-price meals who participate in the school breakfast program (57.9 percent); the report credits the state-level funding of breakfast programs in poorly-performing schools for its success in reaching students from low-income families. Among the benefits of eating breakfast, the report lists:

- improved school performance;
- reduced behavioral problems;
- improved student diets; and
- reduced obesity.

PED reports that it is difficult to determine the direct effects of the Breakfast in Elementary Schools program on student achievement in New Mexico Schools, because the program is in the early stages of implementation, and it is difficult to isolate the effects of breakfast from any other factors. However, a 2001 article published in *Public Health Nutrition* summarizes information from research of the effect of eating breakfast on energy availability, nutritional status, school attendance and performance, and notes that research found a positive effect of eating breakfast on these factors. These factors, in turn, could positively influence academic performance. The report cites previous research that indicates a negative effect of fasting in well-nourished children in developed countries, and argues that breakfast consumption has a short-term effect in improving selected learning skills, particularly work memory. The article notes, however, that the effect of breakfast consumption on school performance depends on the following:

- Student nutritional status - there is little positive benefit of breakfast consumption on malnourished students, other than an improvement in nutritional status.

- Educational program quality - the school must provide an educational program of sufficient quality to be able to capture the students' increased capacity for learning.

Student Support Programs in Other States

Student support programs are not unique to New Mexico; states around the nation have also invested significant resources in student support programs:

- Missouri implemented large-scale health and mental health initiatives that awarded grants to school systems to subcontract with public and nonprofit health services providers.
- In New Jersey, the School-Based Youth Services program was created by awarding grants to community-based organizations directly. The program provides individual and family substance abuse and employment counseling; primary and preventive health care; pregnancy prevention programs; after-school tutoring and computer literacy classes for youths and families; and after-school recreation programs. Families can also be linked to community-based services.
- Two statewide programs that share many characteristics with New Mexico's FYRA are the Healthy Start program in California, and the Family Resource and Youth Services Centers in Kentucky.

California's Healthy Start is a state-funded program that provides school-community collaborative grants for integrating services to meet the goals of the program and to support academic success for children, youths and families. For FY 07, the Healthy Start program made 23 grants totaling \$10 million for programs at 30 schools. The goals of Healthy Start are

- ensuring that each child receives the physical, emotional, and intellectual support in school, at home, and in the community, to learn well;
- building the capacity of students and parents to be participants, leaders, and decision makers in their communities; and
- helping schools and other child and family-serving agencies to recognize, streamline, and integrate their programs to provide more effective support to children and their families.

To accomplish these goals, each local Healthy Start initiative provides comprehensive school-integrated services and activities to meet the desired results identified for Healthy Start children, youth, and families. These services and activities may include:

- Academic/education (tutoring, mentoring, dropout prevention, adult education, and staff training).
- Youth Development Services (tutoring, employment, community services, recreation, and sports).
- Family Support (child protection, parenting education, English as a second language (ESL), citizenship classes, child-care, case management, child abuse prevention, and family advocacy).
- Basic Needs (supplemental food, nutrition education services, clothing, shelter/housing, transportation, and legal assistance).
- Medical/Health Care (vision, hearing, dental, CHDP, acute care, preventive health care, and health insurance).

- Mental Health Care and Counseling (therapy, support groups, and substance abuse prevention).
- Employment (career counseling, job placement, economic security, job preparation and development).

Created as part of the *Kentucky Education Reform Act of 1990* (KERA), Kentucky's Family Resource and Youth Services Centers operate with the goal of helping families and children find local solutions to nonacademic problems that interfere with student learning. The legislation that created the centers broadly defines their mission to provide services which will enhance students' abilities to succeed in school. According to a report prepared by the Southern Regional Education Board (SREB), these centers were expected to address a list of specified priority services, but were also expected to go beyond those required services to identify and respond to additional areas of local need. The SREB report states that these centers are strongly supported by communities and state policymakers alike.

Public schools in Kentucky are eligible for a Family Resource Center or a Youth Services Center if 20 percent of students qualify for the federal FRL program; this criterion means that 90 percent of Kentucky public schools are eligible. Though the percent of students eligible for FRL determines a school's eligibility, centers in these eligible schools may serve anyone residing in the area served by the school, including families without children in school.

- Family Resource Centers provide families with children from birth to age 12 with the following services:
 - full-time preschool/child-care for 2- and 3-year-olds;
 - after-school child-care for children ages 4 through 12, with full-time care during the summer and when school is not in session;
 - support for new and expectant parents through home visits, peer support groups and monitoring to detect and address problems;
 - parent education and family literacy programs;
 - support and training for child-care providers; and
 - direct provision of health services or referral to health services.
- Youth Services Centers provide families with children over age 12 with the following services:
 - referrals to health and social services;
 - employment counseling, training and replacement for high school students;
 - assistance in identifying opportunities for summer and part-time jobs;
 - counseling for drug and alcohol abuse; and
 - counseling for family crises and mental health.

The Kentucky Family Resources and Youth Services Centers served as a model for New Mexico's FYRA. However, several differences exist between the two state programs, primarily in terms of scope.

- Eligibility - Kentucky requires that for a school to be eligible, 20 percent of its student population must be eligible for FRL; in New Mexico 80 percent must be eligible. According to the assistant director of Kentucky's Family Resource and Youth Services Centers,

approximately 90 percent of Kentucky public schools are eligible for a center. During school year 2005-2006, 820 centers served 1,169 Kentucky schools, and only 16 eligible schools were not served by a center. In contrast, only 68 of New Mexico's 825 public and charter schools received FYRA funding during school year 2006-2007.

- **Services** - The above listed services provided by Kentucky's Family Resource and Youth Services Centers exceed the scope of FYRA in New Mexico. In Kentucky, the centers have greater flexibility in providing direct services to clients, and may also refer clients to other entities for needed services. In New Mexico, FYRA sites are limited to a resource liaison, which assesses and matches student and family needs, and refers them to the appropriate service providers.
- **Funding** - A major difference exists in the way that New Mexico and Kentucky fund their respective programs. According to the assistant director of Kentucky's Family Resource and Youth Services Centers, the state legislature appropriated approximately \$57.3 million for FY 08. In New Mexico, the Legislature appropriated \$1.5 million to fund FYRA sites.

Community Schools

Another approach that addresses student and family needs and has gained in popularity in recent years is the community schools concept. This concept developed out of schools' and families' recognition of the need to cooperate with other entities to achieve a more holistic approach to education. The operating principle of community schools is that children cannot learn unless their basic needs are met. With this principle in mind, community schools integrate academics, health and social services, youth and community development and community engagement to stimulate improved student learning, stronger families and healthier communities. In community schools, the primary responsibility for high-quality education rests with the school authorities, while the primary responsibility for all other services - most frequently health, mental health and social services - rests with the outside agencies.

Recognizing the importance of student and family support to the academic achievement of students, policymakers have shown interest in community schools on both the state and federal levels. For example:

- At the federal level, the *Full-Service Community Schools Act of 2007*, if passed, would provide support for the planning, implementation and operation of full-service community schools. The bill would enable the Secretary of Education to award grants to eligible entities, both state and local, to assist public elementary or secondary schools to function as full-service community schools.
- Closer to home, in 2007, the New Mexico Legislature passed HJM 30, *Community Schools in Public Schools*, which requests that PED, in conjunction with the Children's cabinet, study the need for and possible approaches to structuring community schools in the state's public schools, and report to the Legislature by December 1, 2007.

Policy Options

The New Mexico Legislature has shown its commitment to addressing student and family social and health needs by their continued support to student support programs, including FYRA,

GRADS, and ENLACE. To underscore its continuing commitment to improving student support programs, the committee may wish to consider the following policy options:

- Designate an oversight agency in statute to coordinate individual services to avoid any unnecessary duplication of services. In order to provide a strong basis upon which to make policy decisions, the committee may wish to consider requiring the oversight agency to develop an evaluation design and system of data collection and analysis that will enable policymakers to assess whether New Mexico's student support programs are effectively addressing student and family social and health needs.
- Establish a fund in law and require the development of a mechanism to equitably distribute funding to the appropriate student support services.
- Amend current law to expand FYRA programs to more schools. The current eligibility criteria for participating in FYRA funding limits participants to schools with 80 percent FRL eligibility. Schools where, for example, 79 percent of students are eligible for FRL are still in need of support services, yet would lose any FYRA funding. Kentucky uses a 20 percent FRL eligibility to determine which schools are eligible for its Family Resource and Youth Services Centers. As a result, 90 percent of Kentucky schools qualify for funding.

G. The annual accountability report shall include the names of those local school board members who failed to attend annual mandatory training.

H. The annual accountability report shall include data on expenditures for central office administration and expenditures for the public schools of the school district.

I. The department shall create an accountability data system through which data from each public school and each school district may be compiled and reviewed. The department shall provide the resources to train school district personnel in the use of the accountability data system.

J. The department shall verify data submitted by the school districts.

K. At the end of fiscal year 2005, after the budget approval cycle, the department shall produce a report to the legislature that shows for all school districts using performance-based program budgeting the relationship between that portion of a school district's program cost generated by each public school in the school district and the budgeted expenditures for each public school in the school district as reported in the district's performance-based program budget. At the end of fiscal year 2006 and subsequent fiscal years, after the budget approval cycle, the department shall report on this relationship in all public schools in all school districts in the state.

L. When all public schools are participating in performance-based budgeting, the department shall recommend annually to the legislature for inclusion in the general appropriation act the maximum percentage of appropriations that may be expended in each school district for central office administration.

M. The department shall disseminate its statewide accountability report to school districts; the governor, legislators and other policymakers; and business and economic development organizations.

History: 1978 Comp., § 22-2A-11, enacted by Laws 2003, ch. 153, § 20; 2004, ch. 27, § 19.

Compiler's notes. — Laws 2003, ch. 153, § 20 was enacted as 22-2A-1 to 22-2A-11 NMSA 1978, but was recompiled as 22-2C-11 NMSA 1978 due to the existing Article 2A.

The 2004 amendment, effective May 19, 2004, combined Subsections A and B and inserted as a new Paragraph (1) of Subsection A, the requirement that

the department "issue a state identification number for each public school student for use in the accountability data system", redesignated Subsection B as Paragraph (3) of Subsection A, redesignated Subsection C as Subsection B, added a new Subsection C, and changed "state board" to "department" in Subsections E and F.

ARTICLE 2D

Family and Youth Resources

Sec.

22-2D-1. Short title.

22-2D-2. Advisory committee; members; meetings; duties.

22-2D-3. Programs; purpose; functions.

Sec.

22-2D-4. Family and youth resource programs; grants; department duties.

22-2D-5. Family and youth resource fund.

22-2D-1. Short title.

Sections 64 through 68 [22-2D-1 to 22-2D-5 NMSA 1978] of this act may be cited as the "Family and Youth Resource Act".

History: Laws 2003, ch. 153, § 64.

Emergency clauses. — Laws 2003, ch. 153, § 74 makes the act effective immediately. Approved April 4, 2003.

22-2D-2. Advisory committee; members; meetings; duties.

A. The "family and youth resource advisory committee" is created. Members of the committee are:

(1) the state superintendent [secretary] or his designee;

- (2) the secretary of health or his designee;
- (3) the secretary of human services or his designee;
- (4) the secretary of children, youth and families or his designee; and
- (5) the following members appointed by the state board [department]:
 - (a) one representative each from four different local community-based organizations, including faith-based providers, involved with the provision of health or social services to families; and
 - (b) one local superintendent or his designee from a school district in which there are more than two schools eligible to participate in the family and youth resources program.
- B. The members of the committee shall appoint the chairman and such other officers as they deem necessary.
- C. The committee shall meet as frequently as it deems appropriate or necessary, but at least once a year. The chairman may call special meetings as he deems necessary and shall convene special meetings at the request of a majority of the members.
- D. A majority of the committee constitutes a quorum.
- E. Members who are not state officers may be reimbursed for per diem and mileage expenses as provided in the Per Diem and Mileage Act [10-8-1 NMSA 1978].
- F. The department shall staff the committee.
- G. The committee shall:
 - (1) recommend to the department guidelines for the creation, implementation and operation of programs;
 - (2) recommend to the department standards and criteria for awarding grants and the form and content of grant applications; and
 - (3) review applications for grants and make recommendations to the department within ninety days of receipt of the grant applications.

History: Laws 2003, ch. 153, § 65.

Cross references. — For references to the former state superintendent, see 9-24-15 NMSA 1978.

Emergency clauses. — Laws 2003, ch. 153, § 74 makes the act effective immediately. Approved April 4, 2003.

22-2D-3. Programs; purpose; functions.

- A. A "family and youth resources program" may be created in any public school in the state. The department shall accept applications for grants from public schools in which eighty percent of the students are eligible for the free or reduced-fee lunch program to fund their program.
- B. The purpose of the program is to provide an intermediary for students and their families at public schools to access social and health care services. The goal of the program is to forge mutual long-term relationships with public and private agencies and community-based, civic and corporate organizations to help students attain high academic achievement by meeting certain nonacademic needs of students and their families.
- C. A program shall include the employment of a resource liaison, who shall:
 - (1) assess student and family needs and match those needs with appropriate public or private providers, including civic and corporate sponsors;
 - (2) make referrals to health care and social service providers;
 - (3) collaborate and coordinate with health and social service agencies and organizations through school-based and off-site delivery systems;
 - (4) recruit service providers and business, community and civic organizations to provide needed services and goods that are not otherwise available to a student or his family;
 - (5) establish partnerships between the school and community organizations such as civic, business and professional groups and organizations; and recreational, social and after-school programs such as boys' and girls' clubs and boy and girl scouts;
 - (6) identify and coordinate age-appropriate resources for students in need of:
 - (a) counseling, training and placement for employment;
 - (b) drug and alcohol abuse counseling;

- (c) family crisis counseling; and
- (d) mental health counseling;
- (7) promote family support and parent education programs; and
- (8) seek out other services or goods a student or his family needs to assist the student to stay in school and succeed.

History: Laws 2003, ch. 153, § 66.

Emergency clauses. — Laws 2003, ch. 153, § 74 makes the act effective immediately. Approved April 4, 2003.

22-2D-4. Family and youth resource programs; grants; department duties.

A. Subject to the availability of funding, grants are available to a public school or group of public schools that meets department eligibility requirements.

B. Applications for grants shall be in the form prescribed by the department and shall include the following information:

- (1) a statement of need, including demographic and socioeconomic information about the area to be served by the program;
- (2) goals and expected outcomes of the program;
- (3) services and activities to be provided by the program;
- (4) written agreements for the provision of services by public and private agencies, community groups and other parties;
- (5) a work plan and budget for the program, including staffing requirements and the expected availability of staff;
- (6) hours of operation;
- (7) strategies for dissemination of information about the program to potential users;
- (8) training and professional development plans;
- (9) plans to ensure that program participants are not stigmatized for their use of the program;
- (10) a physical description of the place in the school or adjacent to the school in which the program will be located;
- (11) letters of endorsement and commitment from community agencies and organizations and local governments; and
- (12) any other information the department requires.

C. Grants shall not be awarded for applications submitted that supplant funding and other resources that have been used for purposes similar to the program.

History: Laws 2003, ch. 153, § 67.

Emergency clauses. — Laws 2003, ch. 153, § 74 makes the act effective immediately. Approved April 4, 2003.

22-2D-5. Family and youth resource fund.

The "family and youth resource fund" is created in the state treasury. The fund shall consist of appropriations, gifts, grants, donations and earnings from investment of the fund. The fund shall not be transferred to any other fund at the end of a fiscal year. The fund shall be administered by the department, and money in the fund is appropriated to the department to carry out the purposes of the Family and Youth Resource Act [22-2D-1 NMSA 1978]. Money in the fund shall be disbursed on warrants issued by the secretary of finance and administration pursuant to vouchers signed by the state superintendent [secretary] or his authorized representative.

History: Laws 2003, ch. 153, § 68.

Emergency clauses. — Laws 2003, ch. 153, § 74 makes the act effective immediately. Approved April 4, 2003.

Family Youth Resource Program Grant Awards

FY 05, FY 06, FY 07, FY 08

Source: PED

ATTACHMENT 2

LEGEND

Where no dollar amount is listed per school, specific funding amounts per site are not available.

✓ indicates a FYRA program was funded for this school in the fiscal year in question.

— indicates a FYRA program was not funded for this school in the fiscal year in question.

DISTRICT	SCHOOL	FY 05	FY 06	FY 07	FY 08
Alamogordo		45,000	45,000	30,000	45,000
	North ES	—	—	—	✓
	Sacramento ES	✓	✓	✓	✓
APS	All sites	900,000	778,500	150,000	285,000
	Acad Leng y Cultura (ch)	—	—	30,000	30,000
	Bel Air ES	45,000	45,000	—	—
	Emerson, Hawthorne ES	—	—	—	45,000
	Eugene Field ES	45,000	44,000	30,000	30,000
	Kirtland ES	—	—	—	30,000
	La Mesa ES	45,000	45,000	30,000	30,000
	Mountain View ES	—	—	—	30,000
	New Futures School	—	—	—	30,000
	Valle Vista ES	45,000	44,000	30,000	30,000
	Van Buren MS	45,000	23,000	30,000	30,000
	APS ENLACE Sites	45,000 ea	675,000	38,500 ea	577,500
				approx 25,026 ea	400,425 ea
					approx 19,412 ea
					330,000
	Adobe Acres ES	—	—	—	✓
	Alamosa ES	✓	✓	✓	✓
	Armijo ES	✓	✓	✓	—
	Atrisco ES	—	—	—	✓
	Carlos Rey ES	✓	✓	✓	—
	Dolores Gonzales ES	—	—	—	✓
	Duranes ES	✓	✓	—	✓
	East San Jose ES	✓	✓	✓	✓
	Ernie Pyle MS	✓	✓	✓	✓
	Garfield MS	✓	✓	✓	—
	Harrison MS	—	—	✓	✓
	Kit Carson ES	—	—	✓	✓
	La Luz ES	✓	✓	—	✓
	Lavaland ES	✓	✓	✓	✓
	Los Padillas ES	✓	✓	✓	✓
	Lowell ES	✓	✓	✓	✓
	Navajo ES	—	—	—	✓
	New Futures	✓	✓	✓	—
	Polk MS	✓	✓	✓	✓
	Truman MS	✓	✓	✓	✓
	Washington MS	✓	✓	✓	✓
Artesia		0	0	45,000	30,000
	Central ES	—	—	✓	—
	Roselawn ES	—	—	✓	✓
Belen		56,000	23,000	45,000	45,000
	Central ES	✓	✓	✓	✓
	Dennis Chavez ES	✓	✓	✓	✓
	Gil Sanchez ES	—	—	—	✓
	Jaramillo Community	✓	✓	—	✓
	La Promesa ES	✓	✓	—	✓
	Rio Grande ES	✓	✓	—	✓
Bernalillo		45,000	45,000	60,000	105,000
	Carrol ES	✓	✓	✓	30,000
	Cochiti, Santo Domingo ES	—	—	—	45,000
	Roosevelt ES	—	—	✓	30,000
Carlsbad		0	0	0	45,000
	Craft ES	—	—	—	✓
	Hillcrest ES	—	—	—	✓
	Puckett ES	—	—	—	✓
Central		0	0	45,000	45,000
	Newcomb HS	—	—	✓	✓
	Bickley ES	—	—	—	✓
	Career Prep HS	—	—	✓	✓
	Lincoln Jackson Fam. Ctr.	—	—	—	✓
Clovis		45,000	29,000	45,000	45,000
	Gattis Jr. HS	✓	✓	—	—
	Bella Vista ES	—	—	✓	—
	Cameo ES	—	—	✓	✓
	James Bickley ES	—	—	✓	—
	La Casita ES	—	—	✓	✓
	Lockwood ES	—	—	✓	✓
	Parkview ES	—	—	✓	✓

Family Youth Resource Program Grant Awards
FY 05, FY 06, FY 07, FY 08
Source: PED

DISTRICT	SCHOOL	FY 05	FY 06	FY 07	FY 08
Deming		0	0	45,000	75,000
	Bataan ES	—	—	✓	✓
	Martin ES	—	—	✓	✓
	Smith ES	—	—	✓	✓
	Deming HS	—	—	—	30,000
Espanola		90,000	45,000	90,000	90,000
	Chimayo ES	—	—	✓	✓
	E T Salazar ES	—	—	✓	✓
	Mt. View ES	✓	✓	—	✓
	Sombrillo ES	✓	✓	✓	✓
	Velarde ES	—	—	✓	✓
Farmington		41,000	45,000	45,000	0
	Apache ES	✓	✓	✓	—
	Bluffview ES	✓	✓	—	—
	Esperanza ES	✓	✓	—	—
	McCormick	✓	✓	✓	—
Gadsden		90,000	90,000	45,000	0
	TBD	90,000	90,000	—	—
	Gadsden HS	—	—	✓	—
	Santa Teresa HS	—	—	✓	—
Gallup		41,000	22,000	45,000	0
	Chee Dodge ES	✓	✓	—	—
	David Skeet ES	✓	✓	—	—
	J F Kennedy MS	—	—	✓	—
	Navajo Pine HS	—	—	✓	—
	Smith Lake/Tse	✓	✓	—	—
	Washington ES	✓	✓	—	—
Hobbs		90,000	45,000	45,000	45,000
	Edison ES	✓	✓	✓	—
	B.T. Washington MS	✓	✓	—	✓
	Jefferson ES	✓	✓	✓	—
	Southern Hts ES	✓	✓	✓	✓
	Taylor ES	✓	✓	✓	—
	Will Rogers ES	✓	✓	✓	—
Las Cruces		41,000	45,000	75,000	30,000
	Alameda ES	✓	✓	—	—
	Cesar Chavez ES	✓	✓	—	—
	Columbia ES	✓	✓	—	—
	Conlee ES	✓	✓	✓	—
	Hermosa Hts ES	✓	✓	—	—
	MacArthur ES	✓	✓	✓	—
	Mesilla Park	—	—	✓	✓
	Sunrise ES	✓	✓	—	—
	Valley View ES	✓	✓	—	—
Lordsburg		80,000	80,500	30,000	35,000
	Central ES	✓	✓	—	✓
	Duran-Tarrango MS	✓	—	—	✓
	Lordsburg HS	—	—	—	✓
	Southside ES	—	—	✓	✓
	Taylor ES	—	—	—	✓
Las Vegas City		0	0	46,000	0
	Bridge Academy (ch)	—	—	30,000	—
	Mike Mateo Sena ES	—	—	16,000	—
Mora		41,000	41,000	0	0
	Holman ES/Headstart	✓	✓	—	—
Roswell		0	0	7,000	0
	Pecos ES	—	—	✓	—
Santa Fe		40,000	45,000	60,000	60,000
	Agua Fria ES	✓	✓	✓	✓
	Cesar Chavez ES	—	—	✓	—
Silver		0	0	30,000	30,000
	Sixth Street ES	—	—	✓	✓
W. Las Vegas		55,000	21,000	45,000	90,000
	Luis E. Armijo ES	✓	✓	✓	✓
	Don Cecilio/Northstar	✓	✓	—	—
	Tony Serma ES	✓	✓	✓	✓
	W.L.V. Family Partnership	—	—	—	✓
	W. Las Vegas High	—	—	—	✓
	W. Las Vegas MS	✓	✓	✓	✓
	Valley ES/MS	✓	✓	✓	✓
	Union ES	—	—	✓	✓
Total		1,700,000	1,400,000	1,428,425	1,430,000

PED states that the only schools eligible for funding for FY 06 were schools that participated in the first year of funding, FY 05. However, to participate in FY 06, each school was required to submit a new application.

For FY 07 and FY 08, funding was based on competitive applications.

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**Family and Youth Resource Act
End-of-Year Evaluation Report
June 2007**

**Submitted to
The New Mexico Department of Public Education**

June, 2007

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**Family and Youth Resource Act (FYRA) Program
End-of-Year Report 2006-07
June 30, 2007**

Executive Summary

This end-of-the-year report provides the New Mexico Public Education Department (PED) with quantitative and qualitative data about the third year evaluation of the Family & Youth Resource Act (FYRA) program in New Mexico. In 2006-07, the evaluation continued to use the efficient two-page monthly report that had been designed in the previous year. This allows the PED to now gather comparable and standardized data from across the sites over time with regard to numbers and types of clients helped, numbers and types of events or activities the FYRA sites provide; how and how often family resource centers are used; why clients seek FYRA support; the types of services offered; and the numbers and types of referrals made by FYRA to assist clients.

FYRA sites also complete mid-year and final evaluation reports which allow collection of data different from those gained in the progress forms. As the grant sites have in the past stressed that it is difficult to convey to decision-makers the nuts and bolts of what they do, as well as the impact on individual families in quantitative data alone, the addition of qualitative measures, such as the significant change case studies each site provides, helps in making these achievements clear. Due to the amount of time it takes to gather the annual yearly progress (AYP) scores and attendance rates from all New Mexico schools each year, the UNM evaluation team will be providing an addendum to this report in late August 2007, comparing the 2005-06 outcome indicators with those of 2006-07 for all FYRA program schools.

This report provides a summary of the evaluation data for the entire 2006-07 school year, from August 2006-May 2007. The following box includes evaluation highlights from this academic year.

Highlights:

- From August 2006 through May 2007, the 18 school districts receiving FYRA funding served a total of 15,883 students and 4,500 family members.
- Of these students seen, 1,487 required an extensive amount of assistance and/or services from the FYRA programs.
- Among the students and family members seen, most (65%) are in elementary school, and the majority are of Hispanic ethnicity/race, followed by Anglos.
- Grant sites that operate a Family Resource Center in the schools received a total of 55,658 visits from students, family and community members.
- Grant sites offered 2,794 different group activities or events to students and parents, serving 10,000 adult participants, and 14,700 students.
- The major reasons clients access the FYRA grant programs include: basic needs (food, clothing), poor attendance in school, educational concerns, student behavior problems, adult education needs, and parenting issues.
- The major direct service provided by the FYRA sites overall is attending to basic needs.
- FYRA sites are more likely to refer their clients to such in-school resources as involved teachers and administrators, truancy officers, and the school nurse.
- When referring clients to community agencies, FYRA sites were most likely to use agencies providing basic needs supplies/services, health care, social services, mental health care, and family support.
- In terms of community services they wish they had more access to, FYRA sites noted those providing family support or parent education, social services, shelter and basic needs, and family crisis counseling.

Introduction

The purpose of this end-of-the-year report is to provide quantitative and qualitative data relevant to the evaluation of the New Mexico Family & Youth Resource Act (FYRA) program. The University of New Mexico's Center for Health Promotion and Disease Prevention (CHPDP) was contracted by the New Mexico Public Education Department (PED) to evaluate FYRA during its third year of implementation. Program findings observed by the end of this third-year of program operation are intended to provide feedback and recommendations to both the PED and the grantees to assist them in making program and data collection improvements in the next academic year, 2007-08.

Background

The New Mexico state legislature allocated third year funding to PED to operate the FYRA program during 2006-07. Eighteen school districts and approximately 68 schools, several of them new grant sites, received funding to implement the FYRA program. Grantees continue to have great flexibility in how they structure and implement programs to address the goal of the Act. The legislation, however, is clear that funding is to be used to employ a resource liaison who will:

Goal of FYRA: Schools will forge mutual long-term partnerships with agencies and organizations to help students attain high academic achievement by meeting nonacademic needs of students and their families.

- assess student/family needs and match those needs with appropriate public or private providers;
- make referrals to health care and social service providers;
- collaborate and coordinate with health and social service agencies through school-based and off-site delivery systems;
- recruit service providers, businesses, community and civic organizations to provide needed services and goods not otherwise available to students/families;
- establish partnerships between the school and community organizations such as civic, business and professional organizations; and recreational, social and after-school programs;
- identify and coordinate age-appropriate resources for students in need of:
 - counseling, training and placement for employment;
 - drug and alcohol abuse counseling;
 - family crisis counseling; and
 - mental health counseling;
- promote family support and parent education programs; and
- seek other services a student/family needs to assist the student to stay in school and succeed.

Evaluation Purpose and Process

During the second year of the Family and Youth Resource Act (FYRA) program, the process of monitoring progress was streamlined for the sites through development of a brief, two-page monthly report. At the same time, these forms helped provide PED with fairly standardized quantitative data on: numbers and types of clients seen; numbers of students tutored/mentored; numbers and types of events or activities provided by the FYRA sites; uses of and visits to family resource centers; reasons clients seek FYRA services; numbers and types of direct services provided by FYRA sites; numbers and types of in-school referrals made by FYRA to assist clients; and numbers and types of referrals made by FYRA to community service agencies. These monitoring forms are used across all grant sites.

In addition to providing monthly progress reports, each grantee site also completed and provided a mid-year and a final evaluation report (see FYRA Evaluation Mid-Year Report Form and FYRA Final

Report Form in Appendix A). These reports provided information not gathered in the monthly reports. In the mid-year report, data were collected on the types of professional development staff had obtained, the perceived utility of that professional development, and on perceived needs for further training or technical assistance. Grant sites were also asked to describe the major types of activities they undertook, the educational topics they offered, whether they provided support for regular school events (such as monitoring recess or classes for teachers) and if so, what type of support was provided. In addition, sites noted whether they recorded these school support activities on the monthly FYRA reports. They also named three community partners, along with the types of services that were provided by these agencies.

In the second year of the FYRA program, the evaluation team initiated a pilot “appreciative inquiry” evaluation technique which has been well received by both the sites and the PED as it provides a more qualitative view of the impact the FYRA program has on the students and families served. Hammond (1998), in *The Thin Book of Appreciative Inquiry* said that evaluation approaches generally look “for the problem, do a diagnosis, and find a solution. The primary focus is on what is wrong or broken....Appreciative inquiry suggests that we look for what works in an organization. The tangible result...is a series of statements that describe where the organization wants to be, based on the high moments of where they have been. Because the statements are grounded in real experience and history, people know how to repeat their success.” The 2006-07 mid-year evaluation report asked each grant site to identify and describe one significant change case study that came about because of the school’s FYRA program efforts. This evaluation effort resulted in brief descriptions of 39 significant change stories in which a student and/or family was helped in a substantive way (Peñaloza and Hollis, *New Mexico’s Family and Youth Resource Act: Mid-Year Evaluation Report*, March 2007).

Data collected from the grant sites in the final, end-of-the-year report included the types of professional development staff received, how that learning was applied in their individual FYRA programming, and the types of programs or activities they provided that they felt were most useful based on their client needs. The grant sites also reported on the types of community services or assistance they needed most to respond to their client needs, and their assessment of whether their FYRA program would contribute to an improvement in their school’s annual yearly progress score (AYP), truancy rate, and/or attendance rate. Their perceptions will be compared to the schools’ actual 2006-07 AYP, truancy and attendance rates when those become available in August or September, 2007. This end-of-the-year evaluation report provides a summary of the monthly report data for the entire academic year (August 2006-May 2007) of FYRA program operation, as well as data from the sites’ final reports. These findings help give the PED a clearer idea of how FYRA monies are being spent, how training of site personnel is being applied in the programs, and where other support may be needed.

2006-2007 Findings: End-of-Year Report

All FYRA program grant sites except two completed and filed a final, end-of-the-year report with the FYRA evaluation team.

Professional Development and Application of Learning

Twenty-seven out of 43 (63%) total respondents indicated that they had staff who attended professional development events during the second semester of 2006-07. Table 1 provides a summary of these data.

Table 1: Professional Development-Type and Attendees (N=43)

Professional Development	Number/% Sites Participating	Type of Personnel Participating	Type of Professional Development
Professional Development #1	27 (63%)	36%--Paid staff 26%--Resource liaison 38%--Not applicable	12%--Conference 47%--Workshop/Training 2%--Class 2%--Other 37%--Not applicable
Professional Development #2	23 (54%)	21%--Resource liaison 19%--Paid staff 14%--Volunteers 45%--Not applicable	9%--Conference 42%--Workshop/Training 2%--Other 47%--Not applicable

When asked how those who had gained professional development had applied their learning to the FYRA program:

- 76% said they had applied learned skills to solving client issues or dealing with difficult clients and/or situations,
- 64% used their learning to find more and better community resources for their clients,
- 48% used their learning to improve their FYRA program management, promotion or evaluation activities,
- 43% used it to setup mentoring, tutoring programs or other student activities,
- 19% gave a training, workshop or class for parents on the topic learned, and
- 14% gave an internal workshop for other FYRA staff or volunteers on the topic learned.

Program Activities

Grant sites were asked what services or activities were most important for the FYRA programs to provide, based on their assessments of the problems and needs of their clients. Most (88%) said that parent education/training, student training/tutoring/mentoring/counseling, and more collaboration with community service providers were most important. Among the key topics they felt to be important were:

Parent education:

- Knowledge of attendance laws and truancy issues
- Parenting; early childhood development; awareness of different learning styles; how to help students with school work at home
- How to find community resources; self-advocacy and communication skills
- ESL/GED
- Anger and stress management
- Child behavior management; discipline and setting limits
- Substance abuse prevention
- Computer training/skills
- Family health and wellness

Student training/tutoring/mentoring:

- Anger management; life and social skills; anti-bullying; conflict resolution
- Cultural sensitivity; empathy
- Health issues affecting them: self-mutilation, suicide ideation, eating disorders, gang involvement; teen dating violence
- Basic reading and math skills; proper classroom conduct; study skills
- Getting involved in community projects

The grant sites also indicated which community, civic, government or health service providers they most required, given their client needs. Table 2 provides a list of those most needed.

Table 2: Community Services Most Needed by FYRA Grant Sites

Community Services Needed	Percent of Those Needing these Services
Family support and/or parent education programs	70%
Social services	61%
Shelter and Basic needs support	58%
Family crisis counseling and/or services	56%
Mental health services	54%
Employment services	51%
Transportation services	51%
Health services	51%
Drug and alcohol abuse services	42%
Dental care services	40%
Legal services	35%

Perceived Outcomes

The FYRA program staff and volunteers appear to be quite positive about the perceived impact that their programs may have on their schools' annual yearly progress (AYP), truancy reduction, and attendance scores. Nearly three-fourths (72%) of the respondents felt that the work they've done through the FYRA program would help their school achieve a better overall AYP. In a like vein, 81% felt their programs would contribute to their schools' truancy prevention rate, and 84% felt FYRA would help improve the schools' attendance rates. Academic progress, truancy prevention and improved attendance are aims of the Family and Youth Resource Act, and most of the grantees do emphasize these as their program goals.

2006-07 Summary Findings from Monthly Progress

The monthly monitoring report forms provide the PED with quantitative information on:

- numbers and types of clients (students and/or family members) seen by the grant sites;
- what needs or problems the clients have or present to the FYRA staff;
- how FYRA programs address or handle these needs—either through direct services, such as food bank donations or tutoring, or referrals to school-based or community resources;
- other events or activities the FYRA programs provide, such as parent trainings; and
- use of and visits to family resource centers run by the FYRA program.

A summary of the monthly report data for the academic 2006-07 year is provided below.

Client Background

Types and numbers of clients seen. The FYRA program sites serve two main types of clients: students and/or family members. These two client groups are divided into two categories. Some clients require “limited” contact or services, such as services to handle fairly easily resolved, less serious issues that require few visits to FYRA or referrals. An example of this might be a parent who needs help filling out or translating a job application, or a student with a toothache who needs a referral to a dentist. These clients can be helped within one to two sessions with a FYRA representative. This category also includes students, especially those in elementary school, who come in to pick up food or clothing packages, but who require little other assistance.

On the other hand, some clients present more serious problems or difficult-to-resolve issues, such as domestic abuse in the home, mental health problems or a student being so far behind in class that fairly regular, focused tutoring services are needed. These types of issues require more time, effort and input from the FYRA staff, or referrals of the client to several different community agencies for assistance, with follow-up and monitoring being done by the FYRA staff. These are termed “intensive” client contacts/services.

From August 2006 through May 2007, the 41 FYRA sites reporting served a total of 15,883 students. Of these,

- 14,396 (91%) required limited services or aid (3,110 of these students were seen for the first time),
- 1,487 (9%) needed intensive assistance (619 of these students were seen for the first time), and
- 1,445 (9%) required individual tutoring or mentoring.

In addition, the FYRA sites reporting served a total of 4,501 family members. Of these,

- 3,596 (80%) required limited services and 2,013 (56%) of these were seen for the very first time, and
- 905 (20%) required intensive assistance from FYRA, and 523 (58%) came to FYRA for the first time.

The breakdown by school grade and ethnicity/race of these first time student and family member clients is provided in Table 3. Of the first-time students served, by far the largest group were elementary school pupils (2,423), followed by middle school students (785). Given that only a few of the FYRA grant schools are high schools, the number of high school students served (480) makes up a small but solid portion (13%) of all new students addressed. This is a smaller percent than seen last year, however. In terms of ethnicity, the largest percentage (75%) of first-time students and families seen continue to be Hispanic. The second largest groups served were Anglos (10%) and Native Americans (8%). Other ethnic groups served were much smaller, including African-Americans (3%).

FYRA Activities

Planned Events and Activities. The 41 FYRA sites carried out or participated in a total of 2,794 different group activities or events (571 more than in 2005-06) from August 2006 through May 2007. Approximately 10,017 adult participants (2,596 more than last year) and 14,743 students (4,382 more than last year) took part in these events. FYRA staff or volunteers spent a total of 3,788+ hours, or about 474 work days, implementing these activities. In terms of the specific FYRA-provided or instigated activities:

- 922 (33%) were *student groups* for either mentoring, tutoring or support purposes,
- 621 (22%) of these were *parent education* sessions,
- 422 (15%) were other types of events or group activities,
- 204 (7%) were *trainings* of some type,
- 177 (6%) were events used to *promote FYRA* programs and their services,
- 151 (5%) were *meetings held with partners* in the community,
- 124 (4%) were *other types of meetings* held with partners,

- 102 (4%) were *health fairs* or school events in which FYRA took part, and
- 48 (2%) were various kinds of *workshops*.

The heavy emphasis seems to be on direct assistance to students with regard to improving academic progress, and to improving parent skills and learning.

Table 3: Characteristics of New Students and Family Members Seen by FYRA in 2006-07 (N=6,265)

Grade	Limited Service Students	Intensive Service Students	Limited Service Family Members	Intensive Service Family Members
Elementary	2035 (55%)	388 (10%)		
Middle	646 (17%)	139 (4%)		
High	375 (10%)	105 (3%)		
Ethnicity				
Hispanic	2298 (62%)	503 (13%)	1471 (58%)	434 (17%)
Anglo	325 (9%)	48 (1%)	213 (8%)	45 (2%)
Native American	265 (7%)	43 (1%)	169 (7%)	18 (1%)
Black/African American	85 (2%)	29 (1%)	79 (3%)	17 (1%)
Asian	12 (0.3%)	0	5	0
Other	24 (1%)	1	13 (0.5%)	1
* Numbers and percents do not total the number of total first time clients seen due to missing data.				

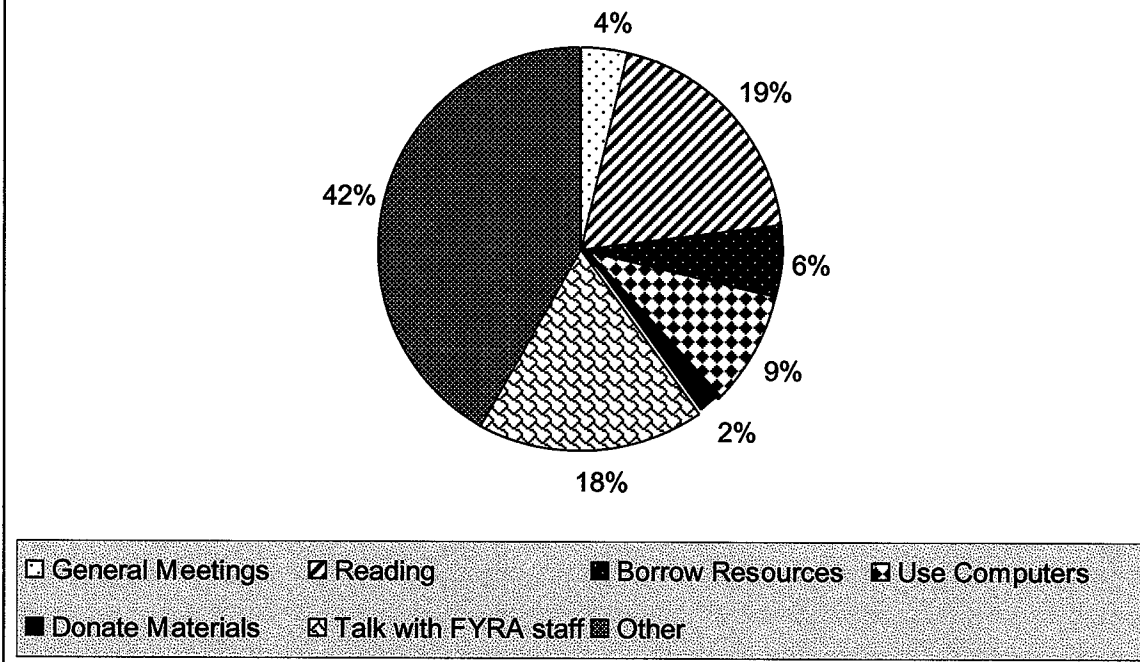
Family Resource Center Use. Several of the grant sites have family resource centers, which are open to students, family and community members. During the 2006-07 academic year, these centers received a total of 55,658 visits by these clients, approximately 1200 less than in 2005-06.¹ The largest number, 42,341 (76%) of the visits made to the centers were by students; family members came second with 7,729 (14%) of the visits made, and 5,494 (10%) of the visits were made by other people. Figure 1 provides a breakdown of the major types of uses made of these FYRA family centers. Overall, two major uses of the FYRA family centers are for students to come in and read books, or to have general discussions (not necessarily needs-related) with the FYRA staff and volunteers. Some of the categories of use that fall under "Other," are the use of the centers by FYRA parent volunteers, and students or school personnel eating lunch in the centers.

Types and Numbers of Services Provided by FYRA

Reasons Clients Contact FYRA. It helps to understand the type of services that FYRA provides if we know why clients are seeking help from the FYRA grant sites. Knowing the major reasons clients come to them for help can provide the FYRA programs with data useful in planning for and preparing to have appropriate resources on hand. This data can also assist the PED in identifying key, or recurring community or family problems that affect the academic performance of New Mexico's children. Table 4

¹ The number of visits does NOT equal the number of people who visited the center. For example, one student may have made six visits during the month. These data reflect only the number of visits made.

Figure 1: Uses of FYRA Family Centers



provides a breakdown of the main reasons for FYRA client contact from August 2006 through May, 2007. As in the past two years that the FYRA program has been in operation, the major reason that people present to the FYRA projects is that of basic needs, such as food, shelter and clothing. In particular, many of the students require lunch or snack packs to keep them going through the school day. In accord with the goals of many of the FYRA grant sites, student attendance or tardiness seems to be a big reason that school personnel refer students to FYRA, as are concerns about the students' academic progress and/or children's poor behavior in class. These may be the major, overlying "categories" of reasons students (and families) seek out FYRA, but it would be interesting to know how many of these stated reasons, such as poor attendance, acting out in class and the like, contain underlying, potential causes such as poor health, depression, family problems at home, neglect or lack of transportation.

Direct FYRA Services. Many FYRA grant sites handle their clients' needs by handling or addressing them through direct service; i.e. FYRA staff and volunteers may provide the food or clothing needed, provide tutoring sessions to students themselves or organize volunteers to do so, transport clients to a community agency or get involved in a crisis management team. Table 5 provides a summary of the main types of direct services or assistance the FYRA programs provided to clients from August 2006 through May 2007. The services provided most often seem to reflect appropriate responses to the most commonly voiced needs of the clients—those of basic needs and for educational/academic performance support. In addition, many home visits and follow-up telephone calls and services are done to check with families of truant, or non-attending students, which was one of the main problems presented by clients (see Table 4).

Table 4: Reasons Clients Present to FYRA Sites

Need/Reason	Number of Times Presented by Clients	% of Total Reasons*
Basic needs (food, shelter, clothes)	7851	41%
Attendance/tardiness	2244	12%
Education Concerns (re student)	1470	8%
Behavior Problems	1248	7%
Adult Education Need	1049	5%
Parenting Issues	692	4%
Other	645	3%
Health Problems	581	3%
Transportation	567	3%
Financial Assistance	546	3%
Mental Health	437	2%
Child Care	431	2%
Family Conflict/domestic violence	279	2%
Suspension	185	1%
Dental Problems	161	1%
Employment Needs	161	1%
Homelessness	159	1%
Adult/Child Protection	158	1%
Neglect or Abuse	135	1%
Legal/Criminal Issues	94	0%
Substance Abuse	91	0%

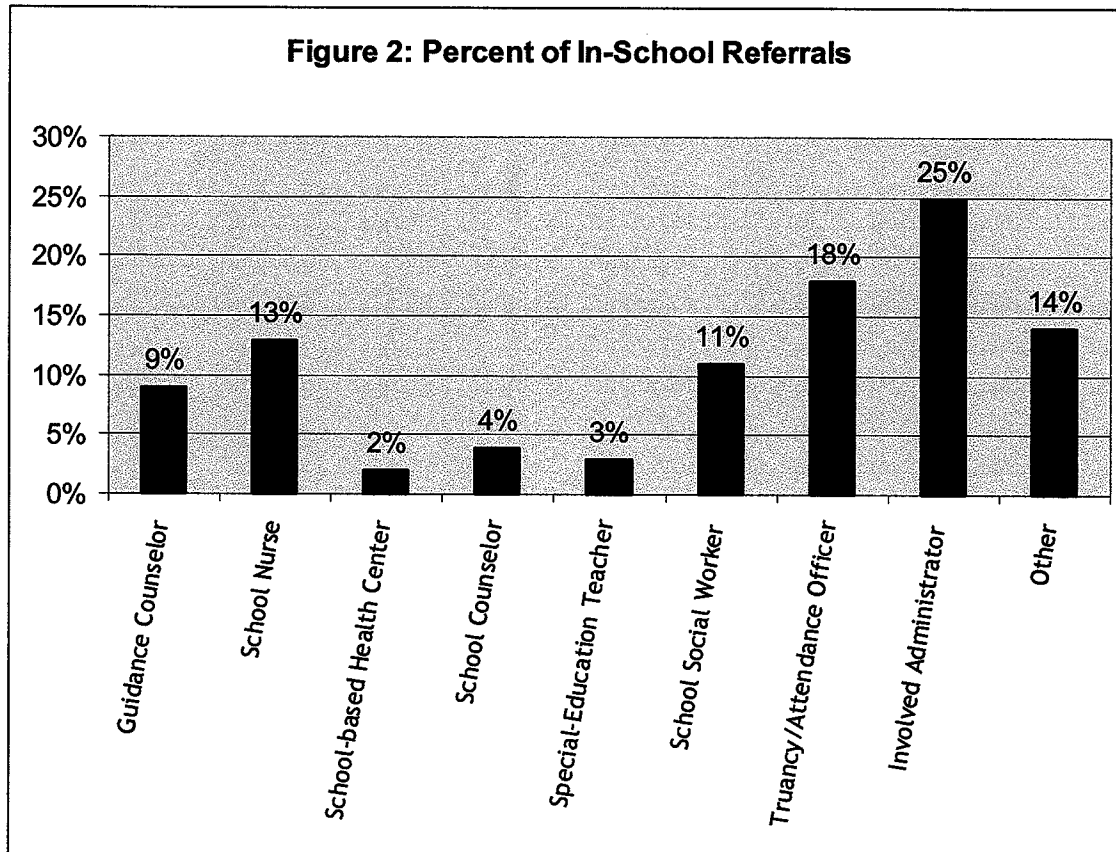
Table 5: Types and Frequency of Direct Services Provided by FYRA Sites

Type of Service Provided	Number of Times Provided	% of Total Services Provided
Basic needs	14641	56%
Follow-up services*	2880	11%
Home Visits/Knock'nTalks	1388	5%
Tutoring Sessions	1335	5%
Assistance for families	1244	5%
Other services	999	4%
Child care	944	4%
Mentoring programs	870	3%
GED/ESL classes	586	2%
Transportation	576	2%
Parenting skills training	293	1%
Crisis management	253	1%
After-class study sessions	103	0%

** Follow-up services and home visits may not in themselves be direct services, but rather, are the efforts made by telephone or in person to check on families about problems, services, and monitoring progress.*

Referrals to Resources Within the School. As in the past year, the sites tend to refer quite a large number of students to, or at least collaborate with, in-school resources for assistance in resolving the students' issues. Figure 2 provides a summary of the type of in-school resources to whom most referrals are made by FYRA, and the percent of referrals made to those personnel. Given that 18% of the in-school referrals are made to the school truancy/attendance officers, it seems that the FYRA sites work collaboratively with their school's attendance or truancy officer; however, the proportion of referrals is almost 10% less than that of the 2005-06 academic year. Next year's evaluation may wish to probe whether the influence of the Governor's Truancy Prevention Program is having any effect on these

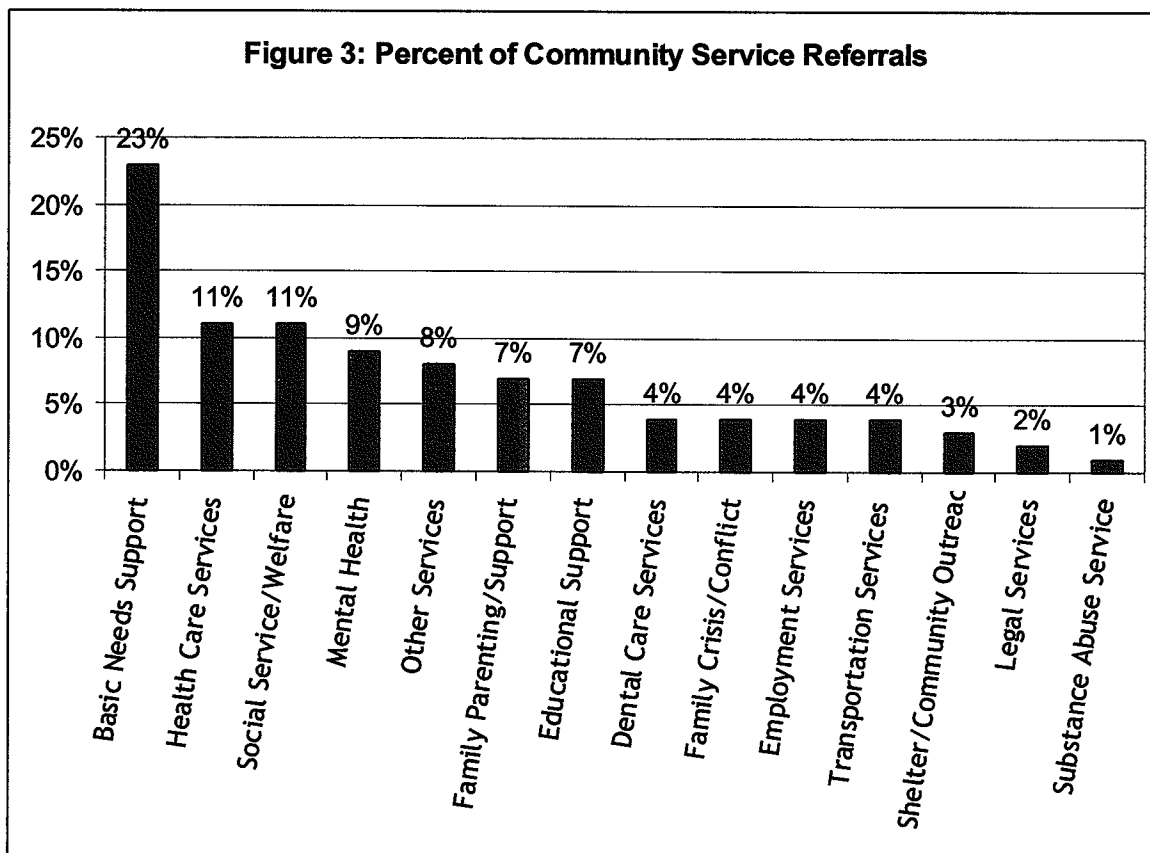
data. In addition, FYRA personnel appear to work strongly with involved school educators and administrators, suggesting a more holistic approach to helping students and families. It is also a positive sign that the FYRA grantees reported following up on almost half (47%) of the clients referred for internal school services to make sure they kept appointments and received resources needed.



Referrals to Community-based Resources. A key principle of the Family and Youth Resource Act is that FYRA grant sites will partner with community service and government agencies, businesses, and other civic organizations to help resolve the non-academic-related problems, such as health or legal issues, that can negatively affect students' academic performance. Figure 3 provides a summary of the main types of community resources to which the FYRA sites have been referring students and/or family members for assistance, and which may be major partners with those FYRA grant sites. When clients are referred to these agencies or services, their problems are assumed to be beyond the abilities of FYRA staff/volunteers or school personnel alone to resolve. Three types of community agencies most commonly used by FYRA sites throughout the year were those providing educational support, health care services, and basic needs supplies (food, clothing, blankets). Almost one quarter (23%) of the community-based referrals are made to agencies that deal with basic needs—food, clothing, utilities—which indicate that the clients being served by FYRA are indeed those facing hardship circumstances. Providing basic needs services has been a major focus of the FYRA grant programs during its three years of implementation. In 2005-06, the two highest areas of community referrals were educational support services (14%) and health care services (14%).

This year has seen a shift, with health care services still being sought often (11% of total referrals), but with social/social welfare services having moved from fourth position in terms of referrals made in 2005-06, to second place, along with health services. In addition, a larger percent of

community referrals were made to mental health services (9% this year as opposed to 6% last year). There appears to have been a modification in the need for transportation services also; last year 6% of the referrals were made to these service providers, in 2006-07 the percent of referrals dropped to 4%. In particular, these findings appear to be compatible with the emphasis on basic needs that clients present to the FYRA sites (see Table 4). The grant sites appear to try and handle many of the basic needs, especially for students, themselves, but also refer particularly needy families to community-based agencies that may be able to maintain support services for a more sustained period.



It would also seem, looking at the reasons clients come to FYRA sites (Table 4) and the direct services FYRA sites provide (Table 5), that the sites are dealing with more of the educational issues—attendance problems, education concerns, adult education needs—themselves, through direct service. This includes their home visits, tutoring and/or mentoring sessions, GED/ESL classes and parenting skills training. On the other hand, following the aims of the Family and Youth Resource Act, more of them now seem to be referring clients in need of health care, mental health and social services to those agencies in the community with the professional resources to take care of specific problems. The FYRA sites are still doing fairly well, tracking or following-up with 42% of those clients referred to outside community sources to determine if they've received appropriate assistance. However, it would be useful to an evaluation studying the effects of these referrals to have a higher follow-up rate by the grant sites.

Summary

The third year evaluation of the Family and Youth Resource Act program shows that the FYRA grant sites continue to show progress in meeting the goal of the Act. As has been the case in the past two years, the FYRA grant sites continue to reach, address and help those students and/or their families who most need this assistance, and who are the intended target audiences of the Family and Youth Resource Act. This overall finding is supported by a review of the data relevant to client needs/ reasons for accessing the FYRA programs, client demographics, and the type of services most often provided to clients. In addition, the qualitative information provided in the mid-year evaluation's significant change case studies describes clearly the diverse and serious problems some families and students face, and the amount of effort that FYRA program staff and volunteers put into helping them through their crisis situations.

In the third year of this program, some of the numbers of persons served were fewer than in the preceding year, although the number of FYRA-sponsored events and activities were greater. Table 6 outlines some of the major differences. Although the exact reasons for this are not clear, the evaluation team can speculate on several factors that may be relevant to these findings. For one, during the second year of the FYRA program grant, many of the participating grant sites were the same as during the first, pilot year. Thus, many had benefited from "lessons learned" in terms of getting up and running, hiring and maintaining staff, implementing activities, and participating in the evaluation. School sites participating in the 2006-07 FYRA program went through a PED request for proposal process; this grant process resulted in 18 school districts (approximately 68 schools) receiving grants, three more districts than participated in 2005-06. Several of the schools obtaining the grant were new to the program, and found themselves dealing with many of the many of the contracting, start-up, administrative and hiring issues that the original FY 2004-05 schools did. Handling these issues tended to cause delays for many of the schools in terms of getting their FYRA staff, programs and systems operating smoothly in the beginning of the school year. This may have contributed to fewer overall client numbers this year.

Table 6: Client Contact in 2005-06 and 2006-07

Report Category	FY 2005-06	FY 2006-07
Total number of students served	17,422	15,883
Total number of students needing intensive service	5,968	1,487
Total number of students needing individual tutoring	3,352	1,445
Total number of family members served	4,722	4,501
Total number of family members needing intensive service	1,495	905
Total number of Family Center visits	56,954	55,658
Total number FYRA-sponsored group activities or events	2,223	2,794
Total number of student attendees at events	10,361	14,743
Total number of adult attendees at events	7,421	10,017

In addition, and in a related manner, although the streamlined monthly evaluation report forms, jointly created with FYRA grant sites in the second year of the grant, has made evaluation data collection more efficient in 2006-07, many of the new grant sites needed to go through a familiarization and learning process in terms of using them appropriately. The evaluation team provided a general training for all sites taking part in the PED-sponsored Fall Funded Partners Meeting, and continued to provide individual technical assistance, including smaller trainings, throughout the year. However, errors in recording, categorizing and reporting the data took place, much as it did during the first year and first half of the second year. The evaluation team often requested clarification of data and mistakes made in reporting from almost all FYRA sites at one time or another

during the year. For this reason, the team feels that some of the differences in data reporting may also be due to sites' progression in learning how to most appropriately record and report their data.

As in 2005-06, ENLACE schools requested and received at least two tailored, intensive trainings from the evaluation team this year, at which most, if not all of their staff and parent volunteers/assistants attended. The trainings went smoothly, with evaluators learning as much about particular client situations that can cause confusion in terms of reporting categories, as did the staff and volunteers about how to resolve those issues. These trainings have resulted in substantial improvement in the quality of monthly data gained from these sites. Mutual learning continues to take place between the evaluation team and grant site staff which has the outcome of improving data reporting and collection among all involved. Evaluation training will continue to be needed, since there is a significant amount of staff turnover in continuing and new grant sites, and each year different people need orientation into the evaluation forms and procedures.

In the mid-year evaluation report, the evaluation team noted several reporting issues that result in a lack of consistency in the data reported from all sites. These issues result primarily from activities that FYRA staff and volunteers may be requested to provide in terms of general school support, such as monitoring children at recess, or serving as chaperones on field trips. These particular activities have been discussed with the PED Project Officer, who has given guidance to the evaluation team as to whether or not these activities meet the goal of the Family and Youth Resource Act. These guidelines will be provided to the grant sites as part of the evaluation training in the 2007-08 academic year. This should improve consistency and standardization of data reporting.

In 2006-07, the grantees are increasing their referrals to community-based resources, a positive move in meeting the objectives of the Act. In addition, grant sites report that much of the professional development they accessed this year was intended to help them reach out to and gain more community agency contacts or partners to serve the FYRA clients. It continues to be important for the sites to "dig a little deeper" into underlying causes—such as health or mental health issues—of problems such as lack of attendance and behavior problems in class. This might help the on-going evaluation see some shifts in the data describing the roots of client needs.

As noted in the final 2005-06 evaluation report, a major focus of many of the sites is to directly provide educational support to students (and adults), through tutoring, mentoring, training, or education activities. These activities will help lead to the Act's primary goal of improving students' academic performance. However, the question still remains as to whether the sites offer an adequate *balance* between providing educational services with also connecting clients to other community-based health and social services for underlying issues. This remains a difficult question to answer, given the broad parameters and non-specificity of the Act. Overall, however, evaluation data, both quantitative and qualitative, show that the FYRA grantees are serving a major need in the schools and communities, and that the programs are accessed and appreciated by those most in need.

Recommendations.

- Continue to use the monthly report forms to collect summary process data. Although some minor adjustments might be appropriate, these forms are now familiar to continuing grant site staff, and allow a standardized way to collect relevant data across diverse sites. Data collected in 2005-06 provide the PED with a baseline against which data from each subsequent year's evaluation can be compared. In addition, the 2005-06 school outcome indicators (AYP, attendance) will also serve as a baseline for comparing future outcome measures.
- Since new grant sites come in each year through the competitive proposal process, and since many sites lose and/or replace staff throughout the academic year, the evaluation team now feels that a regular evaluation training should continue to be offered during the one or two annual scheduled grantee meetings. There are several new criteria related to monthly reporting that were discussed with the PED Project Officer this year that need to be conveyed to all 2007-08 FYRA sites.

- The evaluation emphasis in the first three years has been on self-reports from the FYRA grant sites. In 2007-08, the PED may wish to consider some outreach or questionnaires sent to identified community partner agencies to seek their perceptions of their relationships with the FYRA programs, and the effectiveness of those partnerships.

Table 3: Family and Youth Resource Act: Mid-Term Evaluation Report (2006-07)
Significant Change Case Studies (N=39)

FYRA Program Significant Change Case Studies: Fall Semester 2006				
FYRA Grant Site	Issue/Problem	Method of Addressing Issue	Client Outcome	Significance of Outcome
Alamagordo (Sacramento)	Presented with a family struggling financially; father dissatisfied with his employment and family had been denied social services. Father was resentful of public agencies and language was a barrier to seeking help.	FYRA staff, working in Spanish, established a relationship with the family, helped the father identify prospective employment and followed up on referrals/process; served as liaison and advocate between client and agency.	Father gained employment with the school district with better benefits. Family also received social services benefits due to FYRA intervention. Father now taking ESL classes.	Due to FYRA intervention, have improved community/social service provider collaboration and work toward common goals. An at-risk family is now in a better, more functional status.
Albuquerque:				
Academia de Lengua y Cultura	Presented with a student who had behavior problems, was self-mutilating and failing classes due to a troubled family life.	FYRA social worker provided coordination with community health partners (Presbyterian Health) to implement the treatment plan ("no cutting contract", and providing a professional, concrete continuum of care.	Student now expects and benefits from consistent, uniform expectations among home, school and private therapist.	Student has been able to take responsibility for his behavior and is demonstrating his desire for change by following his contract. Uniform treatment has been provided to the student.
Alamosa	Presented with 3 students who thought teacher had told them to leave their ESL class and not return.	FYRA staff asked to serve as go-between for the students and the teacher and negotiate situation.	FYRA representative determined that the teacher did not mean for the students to leave the class for good.	Students rejoined the class and are pursuing their studies.
Armijo	Presented with a domestic violence case in which an undocumented grandmother from Mexico, caring for her grandchildren, was abused by her daughter (who was on drugs). The grandmother wanted custody of her grandchildren.	FYRA staff helped the grandmother physically access human resource agencies to gain a restraining order against her daughter and gain custody of her grandchildren.	The grandmother was able to access and gain results from the government system her, and gain custody of her grandchildren. The daughter may seek substance abuse assistance.	The children now have a safe and caring home environment.

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FYRA Grant Site	Issue/Problem	Method of Addressing Issue	Client Outcome	Significance of Outcome
Carlos Rey	Five students were having trouble making it to school, so their attendance rate was very poor.	FYRA program provided transportation for all five students to come to school.	These students are at school on time, ready and eager to learn.	At the beginning of the school year, these students had a very poor attendance rate, having missed about 30 days each. Due to FYRA's assistance, they are now attending school on time.
East San Jose Elementary	Presented with a student who didn't speak much English, preferring Spanish. She was not interested in learning English.	FYRA program tutored her in English and encouraged her to speak English whenever she came into the family center.	The student is now writing in English, having completed an entry to a science fair in that language.	This student, who is ready to enter middle school, no longer faces a language barrier to learning, and can communicate in English.
Ernie Pyle Middle	Presented with a student who was frequently truant.	FYRA program helped student talk with his mother, whom he missed. Student's father also was encouraged to come to the school to participate as a volunteer helping students.	The student comes to school more often and is attempting to bring up his grades. The father is expressing interest in his son's education.	The family connection is stronger, with the student coming to school more often and the father taking a role in keeping him in school.
Eugene Field Elementary	Presented with a mother who had problems with stress, and as a result was less engaged in her children's lives.	FYRA program helped the mother get into a parent support group.	The parent was able to reduce her stress level and irritability through a stress management program, gaining "tools" to help her handle stress effectively.	The supportive environment provided assisted this parent in becoming empowered enough to take control of her problems and solve them.
Garfield Middle	Student referred because of having behavior problems in class. Student was defiant, disrespectful and disruptive to the class.	FYRA program connected with the mother of the student; parent did not accept referral to school cluster family counselor. FYRA assisted mother to consider alternative schools and sit in on the class which was difficult due to inability to understand English.	FYRA remains in contact with the mother of the student and has invited a "lead mentor" to work with the parent and student. Student visits the FYRA center and knows that many adults are monitoring his performance.	Student's overall behavior has improved, but continuing monitoring and communication are needed.

FYRA Grant Site	Issue/Problem	Method of Addressing Issue	Client Outcome	Significance of Outcome
La Mesa Elementary	Presented with a family that had recently moved to the state from Mexico. The mother was depressed and in need of food, health services and other services. The children struggled with language barriers at school.	FYRA program got the mother to participate in the Adult Education classes, referred her to community agencies for domestic violence and health services, and assisted her to find financial support. Her children were enrolled in the snack program.	The mother has learned English and gained services (financial, emotional and academic) that has helped her stabilize her family situation.	The mother is more independent, having learned how to navigate the service system. She has found a job, and her children are doing better academically in school.
Lavaland Elementary	Teacher referred student who told her mother abused her younger brother.	FYRA contacted mother of student to discuss what student had disclosed. Teacher was informed of the discussion.	Mother feared her children would be taken from her and agreed to on-going communication with the teacher and to talk openly with her daughter.	Mother continuing communication with FYRA and teacher.
Los Padillas Elementary	Presented with a student with behavioral problems. Student had anger management issues and acted out in class.	FYRA representative met with the mental health team helping the student and developing a long-term plan for the safety of the student and others. FYRA representative contacted 3 agencies to gain counseling services and met with the parents about the plan.	The student is receiving outside counseling services; the counselor also comes to the family center once a week to work with the student.	The student is happier now, doing better in class, and getting along with his peers. This has had a significant impact on his schoolwork.
Lowell Elementary	Presented with a student who was not consistently attending school. The student's mother was ill, on medication, and in a wheelchair and had difficulty bringing the student to school, which was over a mile away.	FYRA program helped the student obtain Medicaid and made arrangements for the student to get a safe ride to school and home.	The student now has reliable transportation to and from school and attends school regularly.	The student is showing signs of improvement in her classes.
Polk Middle	Presented with a family of six that had moved, had few belongings and no place to live. The children were being registered at the school.	FYRA program contacted Joy Junction and found the family a place to stay.	The mother is working in the kitchen in the place they were staying. The father was helped to find a job, and the children given clothes through the FYRA program.	Both parents are now working and grateful to the program for its assistance.

FYRA Grant Site	Issue/Problem	Method of Addressing Issue	Client Outcome	Significance of Outcome
Truman Middle	Presented with a student whose mother was on drugs and whose father had been killed in a gang fight. The student brought a knife to school; when it was taken away, he withdrew from school life and has been failing in his classes.	FYRA program mentored the student and enrolled him in the ENLACE Companeros program. The student gained trust in the FYRA program and paid more attention to school.	The student has brought up all his grades and won an essay contest. He is getting along with his peers, and listens to his teachers and tutors.	This student has gained self-esteem, no longer hates others, and has a more positive outlook on life. He is interested in doing well in school and knows there are people who care for him.
Washington Middle	Vice principal and teacher requested assistance with a student demonstrating behavioral problems in class.	FYRA representative spoke with student in detention, and assisted him for over two months with his school assignments, serving as a mentor.	FYRA parent assisted student with his classwork; his grades and behavior have improved.	Student continues to visit the FYRA center. His teachers are happier with his conduct and academic improvement.
Valle Vista	Presented with two students who were failing and had many absences. They did not have a place to live, and their mother did not have a job.	FYRA program helped the family find a shelter, food and clothes, and helped the mother find a job. FYRA also assisted the family to get food stamps and Medicaid.	The students are no longer living in a car or struggling with hunger. The mother has started working and they have a home.	The students have better grades and are in school more often. The mother is studying at TVI to begin a career.
Van Buren	Presented with a student who had a hard time in class because the family was homeless.	FYRA program referred the family to agencies that assisted with utilities and rent, and found items to furnish an apartment. They were also referred to a food bank.	The family is getting back on its feet, and all members are happier.	The student is making progress on her grades in school.
Artesia P.S.	Presented with a student who was extremely depressed and anxious due to his parents' separation, death of a grandmother, and a disruptive move. He was sullen, apathetic and non-compliant in terms of school attendance.	FYRA contacted the mother, helping her become more involved in her son's education. Homework interventions, like journaling were used with the student, as well as a referral for him to a local mental health counseling facility. Mother was assisted in finding career options and resources to help her go to school.	Student is still being counseled, but appears to be more alert in class and have a better disposition. The mother is considering career and education options.	The student has a better outlook on life, and a single parent has come to see that she has options available to better her life and that of her family. The student's mental health and attendance has improved.

FYRA Grant Site	Issue/Problem	Method of Addressing Issue	Client Outcome	Significance of Outcome
Belen (G. Sanchez, D. Chavez, Central)	Presented with a single parent whose boyfriend had moved out, leaving her unable to pay for utilities or rent since she had only a low-paying job. The situation was negatively affecting her children's learning.	FYRA resource liaison assessed family situation and enabled mother to gain a telephone. Using MidWest Cap, more affordable housing was found, and assistance gained to handle utilities. FYRA also assisted the mother to gain clothing and shoes from community stores.	The mother expressed gratitude, especially for the phone service, and is receiving support from her family.	The phone service has helped the family gain assistance and safety. The FYRA program gained by identifying community agencies that can help with problems of this nature in the future.
Bernalillo:				
Roosevelt Elementary	Presented with a family in which the father had died. He left the wife, who was not a citizen, with 3 children and no financial resources. One child was a special needs student who qualified for the DD special needs program.	FYRA staff person took mother to the Social Security Office and translated the interview, helping her present the documentation needed to help her apply for residency.	FYRA staff person acted as the child's financial guardian and the mother can now access the father's social security benefits for the student.	The mother now knows how to access and utilize the services of the social security system, as well as that of FYRA, to help herself and her family.
Carroll Elementary	Presented with two students whose father had recently passed away.	FYRA staff assisted in getting the students into counseling to deal with the death of their father. Also provided holiday food boxes and contacted a community agency to "adopt" the family.	Family has a support system in place and enhanced coping skills and assistance with basic needs.	Students are doing well in school, even though they still struggle with the situation.

FYRA Grant Site	Issue/Problem	Method of Addressing Issue	Client Outcome	Significance of Outcome
Central Consolidated	Based on work with a female student referred to FYRA, identified a problem of a hostile environment and bullying practices among girls at the school. FYRA program also recognized that many families of the girls involved were experiencing personal struggles that helped lead to the negative school environment.	FYRA staff person used the family analysis technique in a meeting with all the families involved, getting the families to develop a mutual agreement to address the bullying issue, and to discuss their problems at home with each other. Many parents asked for more help and support.	The bullying problem focused on the original student has diminished; her grades have improved. She is taking medication and sees a counselor. Other families have sought community-based counseling for their children, are sending them for treatment, becoming involved in parenting skills trainings, and/or seeking family counseling services.	The original student has been inducted into the school's National Honor Society. There is an increased sense of rapport among the families involved, and families are themselves accessing community services.
Clovis	Presented with a high school student from a migrant family who could not graduate with his class because he was lacking credits.	FYRA collaborated with other community partners to provide the student with classes to gain the required credits and to provide transportation to these classes.	The student attended all his classes and he has been able to graduate from high school.	The student was the first in his family to graduate from a U.S. high school. The family has built trust with the school, and the other children attend school on a daily basis to follow in their sibling's footsteps.
Deming	Presented with several students living in low-income families who would not receive gifts during the holiday period.	FYRA collaborated with the "Shop with a Cop" program, giving certain students a \$25 gift certificate to enable them to get gifts.	FYRA collaborated with community agencies in raising \$7000 for this program; money that was left over allowed FYRA to provide needy students with coats.	The community agencies came together to raise money for this problem, and the children have gained hope.

FYRA Grant Site	Issue/Problem	Method of Addressing Issue	Client Outcome	Significance of Outcome
Espanola	Presented with two brothers with chronic tardiness and absence from school. Mother had substance abuse problem which affected students' success in school.	FYRA conducted home visits and follow-up calls, helping the mother access a Christian-based substance treatment program. FYRA offers continuing support and communication.	The mother is working on her substance abuse problem, and has found employment. She is more involved with her children's education.	The family has a healthier and more financially-stable home environment. The students are attending school more regularly and are less tardy.
Farmington	Presented with two children and mother who had been living with relatives, but had been "kicked out" of the home, making them homeless.	As an immediate response, FYRA staff found the family community shelter, helped the mother apply for food stamps, Medicaid, and low income housing. Assisted in translation (Spanish) for the mother with the service agencies.	Family was placed in a low-income apartment within six weeks of being homeless.	Family now has a home and knows it has a support system at the school. The mother's concerns for her children have been decreased.
Gadsden:				
Gadsden High School	Presented with a family whose home had burned down.	FYRA program helped to organize, gather and deliver materials and monetary donations for the family's basic needs.	The basic necessity needs of the family have been met, and the family has been able to purchase a mobile home.	The students in the family are continuing to attend school, rather than having been forced to drop out to help their single mother meet the family's financial needs. The students are progressing academically.
Santa Teresa High School	Presented with a student having classroom problems due to severe vision/eye problems. The student did not have glasses, insurance or qualify for Medicaid.	FYRA referred the student to Children's Medical Services to receive assistance with an eye exam and glasses. His case will remain open until he is 18 years old.	The student currently has better vision due to receiving appropriate glasses.	The student now has the ability to reach full academic potential.

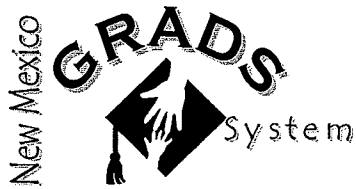
FYRA Grant Site	Issue/Problem	Method of Addressing Issue	Client Outcome	Significance of Outcome
Gallup-McKinley County	Presented with a student who was failing due to attendance issues (missing at least 7 days in a row due to illness).	FYRA liaison made home visit to discuss issue with single parent (mother), who had trouble accessing medical care for her child. Liaison informed mother of appropriate resources to help her.	Mother accessed resources to get child to medical care. Student's attendance has improved.	Without the intervention, the student's attendance would have remained an issue, with subsequent negative impact on her academic performance.
Hobbs Municipal	Presented with elementary school student with behavioral and disciplinary problems due to the loss of his mother and presence of a "step lady" in the home.	FYRA staff discussed situation with the father and determined to assign a female mentor to the male student.	In the short time the female mentor has worked with the student, he has returned to earning rewards for appropriate behavior.	Student is no longer going to the office for disciplinary problems and doing better at school.
Las Cruces Public	Presented with a student suffering from PTSD due to past history of abuse.	FYRA staff met with the student and parent, and met with student in school to set goals and allow student to talk about issues. Referred student for weekly sessions with a psychologist.	Both the student and parent are receiving counseling and there has been a decrease in the number of in-school visits to the social worker.	The student is better able to concentrate on schoolwork due to the counseling received. Both the student and parent are dealing with the issue together.
Las Vegas: Bridge Academy Charter High School	Presented with a student who had problems concentrating in class and with attendance due to a traumatic incident that occurred outside of school.	FYRA counselor met with the student to discuss the issue. She arranged a series of counseling sessions for the student with the district psychologist.	Student has reported immediate improvement in her motivation and concentration.	Over the course of the counseling sessions, student has shown improvement in her school work and social relationships in school. FYRA's work has helped in student retention at the school.

FYRA Grant Site	Issue/Problem	Method of Addressing Issue	Client Outcome	Significance of Outcome
Mike Mateo Sena Elementary	Presented with a student who was not taking her medication for ADHD, and who showed signs of neglect.	FYRA staff, after consultation with the school's social worker, filed a Child Protective Services Report, and helped facilitate gaining family resources (scheduling medical appointments, getting clothing, academic and mental health support).	Student is now taking her medication with support of her family and the school.	The student now presents with good hygiene, is well-groomed, and is improving in her academic subjects.
Lordsburg	Presented with a family that had been picked up by Dept. of Homeland Security for immigration issues and an incorrect charge of child abuse; mother unable to work and 3 children were not attending school to stay at home to help the family.	FYRA staff discussed the issue with the mother, and assisted by contacting a local church for clothing, furniture and help in finding employment.	The family did finally move to California; FYRA, by contacting another church in that area, helped the mother gain employment, although the father is still in jail.	All three students are attending school, while younger children are being cared for by other family members.
Roswell Independent School District	Presented with two students (brother and sister) who were continuously coming late to school, which affected their learning.	FYRA staff contacted the family and met with them. Father had lost his job, their home was in need of repair, and the heat had been shut off. FYRA referred the family to community resources for housing help and employment.	Repairs were made to the home and the students now come to school on time. Father is still seeking employment.	The family now sees the school as a collaborative partner and has a positive relationship. Both parents are involved in the PTO and volunteer at the school.
Santa Fe	Presented with students who were stressed and acting out in school due to an undocumented mother's illness. She was unable to work, causing stress over financial concerns.	FYRA staff negotiated a reduced fee for service, secured other grants, and referred the mother to a medical clinic where she received medical care. FYRA provided transportation to get the mother to these services.	Mother is now working part-time, has joined the FYRA-provided ESL class and participates in family nights at the school.	The children are thriving with a healthy mother, less stress at home, and a supportive school environment.

FYRA Grant Site	Issue/Problem	Method of Addressing Issue	Client Outcome	Significance of Outcome
Silver Consolidated	Presented with a student missing a lot of school due to illness. Student living with grandmother with a limited income.	FYRA staff made home visit to grandmother and discovered she did not have the means to buy needed medical equipment (humidifier and blood pressure cuff) for the student so he could recuperate. FYRA linked grandmother to community resources to get her the equipment.	Student is back in school. Grandmother is able to monitor his blood pressure at home, and student has a humidifier.	Student is doing better, healthwise and academically. Grandmother now aware of resources in the community she can call on.
West Las Vegas	Presented with a single mother of student who had little familial or financial support. Identified needs included food, clothing, household items, home weatherization, employment and home heating.	FYRA referred the mother to the Salvation Army and Samaritan House and donated food and clothing. Connected the client to the Los Amigos Weatherization program and helped her get services, while also providing wood to heat her home. Later helped her find alternative, low-income housing. To help student, referred him to 21 st Century After School program to gain academic assistance.	Mother and student in stable living situation; mother has completed her GED and is in associate degree program. Student involved in After School program and making progress in academics.	Student is making progress in academics. Mother feels more empowered and is improving her own educational level.

ENLACE Regional Hosts and Partner Sites

- New Mexico State University (NMSU) hosts the southern region and partners with:
 - Doña Ana branch, NMSU;
 - Las Cruces Public Schools;
 - Gadsden Independent Schools;
 - Hatch Valley Public Schools;
 - Deming Public Schools; and
 - other education and community organizations;
- The University of New Mexico (UNM) hosts the central region and partners with:
 - Central New Mexico Community College;
 - Albuquerque Public Schools;
 - Bernalillo Public Schools; and
 - Los Lunas Public Schools;
- Santa Fe Community College (SFCC) hosts the northern region and partners with:
 - New Mexico Highlands University;
 - Northern New Mexico College;
 - Luna Community College;
 - Española Public Schools;
 - Santa Fe Public Schools;
 - Pojoaque Valley Public Schools;
 - Mora Independent Schools;
 - Taos Municipal Schools;
 - Questa Independent Schools;
 - Chama Valley Schools; and
 - Las Vegas City Public Schools;
- San Juan College (SJC) hosts the northwestern region and partners with:
 - Cuba Independent Schools;
 - Farmington Municipal Schools;
 - Bloomfield Schools; and
 - Mesa Vista Consolidated Schools;
- Clovis Community College (CCC) hosts the eastern region and partners with:
 - Eastern New Mexico University (ENMU);
 - Clovis Municipal Schools; and
 - Roswell Independent Schools.



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GRADS Sites

School DistrictSchool

Alamogordo Public Schools	Alamogordo High School / Academy Del Sol
Albuquerque Public Schools	Rio Grande High School
	Cesar Chavez Charter High School
Artesia Public Schools	Artesia High School
Belen Consolidated Schools	Belen High School
Bernalillo Public Schools	Bernalillo High School
Carlsbad Municipal Schools	Carlsbad High School
Central Consolidated Schools	Career Prep
Deming Public Schools	Deming High School
	Cesar Chavez Charter High School
Gadsden Independent Schools	Santa Teresa High School
Gallup/McKinley County Schools	Central High School
	Tohatchi High School
	Crownpoint High School
	Thoreau
Grants/Cibola County Schools	Progressive Learning Center
Hatch Valley Public Schools	Hatch Valley High School
Hobbs Municipal Schools	Hobbs High School
Las Cruces Public Schools	Oñate High School
	San Andres High School
	Las Cruces High School
Los Lunas Public Schools	Valencia High School (Formerly Century HS)
Lovington Public Schools	Lovington High School
Maxwell Municipal Schools	Maxwell High School
Portales Municipal Schools	Portales High School
Rio Rancho Public Schools	Independence High School
Roswell Independent Schools	University High School
Ruidoso Municipal Schools	Ruidoso High School
Socorro Consolidated Schools	Socorro High School
Taos Municipal Schools	Taos High School
Zuni Public Schools	Zuni High School

<u>School Community Based-Fatherhood</u>	
Alamogordo	Living Alternatives- Alamogordo
Aztec, Bloomfield, Central, Farmington	San Juan County Catholic Charities
Clovis	Teen Residency Center
Hobbs	Boys and Girls Club
Portales	ENMU Fatherhood Course, Head Start, Even Start, GRADS, ABE, Family Literacy
Rio Rancho	Independence High/ Rio Rancho Area
Socorro	Socorro Hope, Boys and Girls Club, Socorro High
Springer	Area 1 Juvenile Justice, Springer NM